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ABSTRACT

This handbook presents a variety of different social and cultural situations in which the Peace Corps volunteer is likely to be involved in Tanzania. It establishes classroom activities that require the students to exchange messages in a way that is appropriate to the context. Generally, new vocabulary and language structures are introduced in the context of a conversation or narrative. The lessons are in both Swahili and English. The text is illustrated with pen-and-ink drawings. (AMH)

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Communication and Culture Handbook

by Annie K. Hawkinson

PEACE CORPS
LANGUAGE HANDBOOK SERIES

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PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Kiribati, Mauritanian Arabic, Setswana, Solomon Islands Pijin, Sudanese Arabic and Tanzanian Swahili.

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Tanzanian Swahili

COMMUNICATION AND CULTURE HANDBOOK

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I would also like to thank Pat Moran for his work in designing pictures to complement the lessons. His drawings have given a special life and character to the lessons which they would not have otherwise had. I also want to thank my typist Susan McBean; her personal interest in the materials, and her involvement in their production, contributed greatly to the final result. And finally, I would like to thank Andy Burrows for his encouragement and suggestions for the design and format of the materials.

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I hope that these materials will help prepare Americans for a life in Tanzania which will be as exciting and rewarding as my experiences there have been.

CONTENTS

The Purpose and Design of the Material
Introduction to the Learner

UNIT ONE - *MARAFIKI WAPYA*
New Friends

- Lesson 1 - *KUSALIMU WATU*
  Greeting People
- Lesson 2 - *KUJIJULISHA*
  Introducing Yourself
- Special Lesson 1 - *WAKATI*
  Periods of Time
- Lesson 3 - *KUWA MWANAFUNZI WA LUGHA NA DESTURI*
  Being a Student of Language and Customs
- Lesson 4 - *KUMTEMBELEA MZEE*
  Visiting an Elder
- Lesson 5 - *KUZUNGUMZA JUU YA MAMBO YALIYOKUFIKA*
  Talking About Things Which Have Happened to You.
- Special Lesson 2 - *SIKU NA MIEZI*
  Days and Months
- Lesson 6 - *MASWALI NA MAJIBU*
  Questions and Answers

UNIT TWO - *KUJISAIDIA KWA MSAADA WA MARAFIKI ZAKO*
Taking Care of Yourself With Help From Your Friends

- Lesson 7 - *KUTAFUTA KITU NA KUOMBA MSAADA*
  Looking for Something and Asking for Help
- Lesson 8 - *KUJITAYARISHA KWENDA DUKANI*
  Preparing to go to the Shop
- Special Lesson 3 - *HESABU* (1-10)
  Numbers

Lesson 9 - *KUZUNGUMZA JUU YA VITU* 42
Talking About Things

Special Lesson 4 - *VIPIMO* 46
Measures

Lesson 10 - *KUNUNUA CHAKULA DUKANI* 48
Buying Food at the Shop

Special Lesson 5 - *PESA* 52
Money

Lesson 11 - *KUTARADHIA BEI* 54
Bargaining

Lesson 12 - *KUELEZA HABARI ZILIZOTOKEA: KUNUNUA CHAKULA DUKANI* 58
Explaining About What has Happened: Buying Food at the Shop

UNIT THREE - *KUZUNGUMZA JUU YA MAMBO YA KAWAIDA* 63
Talking About Everyday Affairs

Lesson 13 - *KUELEZA VITU VILIVYO (NA VISIVYO)* 64
Describing the Way Things Are (And Are Not)

Lesson 14 - *KUZUNGUMZA HABARI ZA WATU* 68
Talking About People

Special Lesson 6 - *WANYAMA* 72
Animals

Lesson 15 - *KUELEZA VITU VILIKO* 74
Describing Where Things Are Located

Lesson 16 - *KUULIZA NJIA* 78
Asking the Way

Special Lesson 7 - *DAR-ES-SALAAM* 82

Lesson 17 - *KUPATA CHAKULA MKAHAWANI* 84
Getting Food at a Restaurant

Lesson 18 - *KUTOFAUTISHA VITU* 88
Differentiation

UNIT FOUR - *MARAFIKI WAKO NDIO WALIMU WAKO* 93
Your Friends Are Your Teachers

Lesson 19 - *KUMTAFUTA MWALIMU WA LUGHA NA DESTURI* 94
Looking for a Teacher of Language and Customs

Lesson 20 - *KUMPATA MWALIMU* 98
Finding a Teacher

Lesson 21 - *KUANGALIA SAA* 102
Telling Time

Special Lesson 8 - *HEWA NA MAJIRA* 106
Weather and Seasons

Lesson 22 - *KUOMBA MSAMAHA* 108
Apologizing

Lesson 23 - *KUULIZA HABARI ZA MAMBO USIYOYAFAHAMU* 112
Asking About Things You Don't Understand

Special Lesson 9 - *JIKONI* 116
In the Kitchen

Lesson 24 - *KUZUNGUMZA KWENYE SIMU NA KUMKARIBISHA MTU NYUMBANI* 118
Talking on the Phone and Inviting Someone Home

Special Lesson 10 - *MIJI YA TANZANIA* 122
Tanzanian Towns

UNIT FIVE - *MAISHA YA KITANZANIA* 125
Tanzanian Life

Lesson 25 - *KUZOEA DESTURI ZA KUZURU* 126
Getting Used to Visiting Customs

Lesson 26 - *MAKABILA YA TANZANIA* 130
Tanzanian Tribes

Lesson 27 - *KUMUULIZA MTANZANIA HABARI ZA ASILI YAKE* 134
Asking a Tanzanian About Where He/She Comes From

Lesson 28 - *KIJIJI CHA KINYEJI* 138
A Traditional Village

Special Lesson 11 - *NYUMBA ZA MAKABILA MBALIMBALI YA TANZANIA* 142
Houses of Different Tanzanian Tribes

Lesson 29 - *MAISHA YA KIAFRIKA* 146
African Life

Lesson 30 - *MAJINA YA UKOO* 150
Kinship Terms

Special Lesson 12 - *ALA ZA WATANZANIA* 154
Tanzanian Instruments

UNIT SIX - *NYUMBANI KWA WATANZANIA* 161
At Home With Tanzanians

Lesson 31 - *KUSAFIRI KWA BASI* 162
Travelling by Bus

Lesson 32 - *KUKARIBISHWA NYUMBANI KWA WATANZANIA* 166
Being Welcomed Home by Tanzanians

Special Lesson 13 - *KISA CHA SUNGURA ALIYETAKA SUPU* 170
A Story of a Rabbit Who Wanted Soup

Lesson 33 - *KUJIFUNZA KUTOKANA NA KUTOJUA DESTURI (I): KUHUSU NYUMBA* 174
Learning from Not Knowing Customs (I): Concerning The House

Lesson 34 - *KUJIFUNZA KUTOKANA NA KUTOJUA DESTURI (II): MSALANI* 178
Learning From Not Knowing Customs (II): In the Bathroom-Toilet

Lesson 35 - *KUPIKA* 182
Cooking

Special Lesson 14 - *MAMA MZEE NA NGURUWE* 186
The Old Mother and the Pig

Lesson 36 - *MTU NA RAFIKI YAKE NA NYUKI* 190
A Man, His Friends and the Bees

UNIT SEVEN - *KUFIKA TANZANIA* 195
Arriving in Tanzania

Lesson 37 - *KUFIKA TANZANIA I* 196
Arriving in Tanzania I

Lesson 38 - *KUFIKA TANZANIA II* 200
Arriving in Tanzania II

Lesson 39 - *KUTAFUTA NYUMBA NA KUKUBALIANA KODI* 204
Looking for a House and Agreeing on the Rent

Lesson 40 - *KUTAFUTA VYOMBA VYA NYUMBA NA KUKUBALIANA BEI YAKE* 208
Looking for Furniture and Agreeing on its Price

Lesson 41 - *KUTAFUTA FUNDI WA KUSHONA NGUO* 212
Looking for a Tailor

Special Lesson 15 - *NGUO* 216
Clothes

Lesson 42 - *KUFIKA POSTA* 218
Arriving at the Post Office

UNIT EIGHT - *AFYA* 223
Health

Lesson 43 - *KUTAFUTA DAKTARI* 224
Looking for a Doctor

Lesson 44 - *KUMNGOJEA DAKTARI* 228
Waiting for the Doctor

Special Lesson 16 - *SEHEMU ZA MWILI* 232
Body Parts

Lesson 45 - *KUKUTANA NA DAKTARI* 234
Meeting with the Doctor

Lesson 46 - *KUJIFUNZA MATIBABU YA KIENYEJI* 238
Learning about Traditional Medicine

Special Lesson 17 - *MIMBA* 242
Pregnancy

Lesson 47 - *KUFUNDISHA JINSI YA KUZUIA MAGONJWA* 246
Teaching About How to Prevent Diseases

Lesson 48 - *FAIDA YA KULA CHAKULA BORA* 250
The Benefit of Eating Nutritional Food

UNIT NINE - *ELIMU YA KUJITEGEMEA* 255
Education for Self-Reliance

Lesson 49 - *ELIMU KABLA YA WAKATI WA UKOLONI* 256
Education Before Colonialism

Lesson 50 - *ELIMU YA KIKOLONI* 258
Colonial Education

Lesson 51 - *SIASA BAADA YA UHURU* 260
Policies Following Independence

Lesson 52 - *LUGHA YA TAIFA* 262
A National Language

Lesson 53 - *ELIMU YA KISASA* 264
Modern Education

Lesson 54 - *ELIMU YA KUJITEGEMEA* 266
Education for Self-Reliance

UNIT TEN - *TANZANIA LEO* 269
Tanzania Today

Lesson 55 - *UJAMAA NA UKULIMA* 270
Tanzanian Socialism and Agriculture

Lesson 56 - *USHIRIKIANO WA KAZI* 272
Cooperation in Work

Lesson 57 - *UFUGAJI WA NG'OMBE* 274
Raising Cattle

Lesson 58 - *MAANA NA MADHUMUNI YA KILIMO BORA* 276
The Meaning and Purpose of Good Cultivation

Lesson 59 - *MISINGI YA KILIMO BORA* 278
Foundations of Good Cultivation

Lesson 60 - *KUENDELEZA HALI ZA AFYA* 280
Improving Health Conditions

Bibliography 283

English-Swahili Glossary 285

Swahili-English Glossary 317

The Purpose and Design of the Material.

When you use a language you are using a linguistic medium to convey a message. When you learn a new language you are learning to convey new messages on a different channel. Language learning, then, requires you to learn in two dimensions: the medium and the message. At times, your attention may be focused on the medium -- for example when you try to put the verb in its past tense form, and at times you may be groping for the words that will convey your message. Another way of looking at it is to say that in learning and using a language you are constantly asking yourself "What do I say?" and "How do I say it?"

This material purposefully separates these two dimensions of language learning to allow you to concentrate your attention either on the message or the medium.

The Communication and Culture Handbook focuses on what to say. It presents a number of situations in which you will need certain phrases and words in order to do something. It fulfills a function not unlike that of a traveller's phrase book. Obviously, you will also have to deal with linguistic matters while you are trying to accomplish something. For example, you may have learned the appropriate expression for asking a person for the time, but you may find it expedient to learn other related linguistic features such as how to use the negative to say "I don't have the time" or how to use other pronouns so you can ask if "he or she has the time." But the over-riding purpose of Communication and Culture is to establish classroom acitivities that require you to exchange messages (communicate) in a way that is appropriate to the context (culture).

The purpose of The Grammar Handbook is to help you focus your attention on matters such as how to form the past tense or make nouns and adjectives agree or put a string of words together in the proper order. The Grammar Handbook is a kind of grammar book that through explanation, example and practice activities will help you assimilate the linguistic system that holds together the words and phrases of your new language.

Used together, The Communication and Culture Handbook and The Grammar Handbook are two complementary approaches to a basic mastery of the language. You may find that you are more comfortable and successful with one set than with the other, but once again, let us remind you that everyone learns differently. This language course, by taking these two approaches allows you to capitalize on your strengths. It should be pointed out, however, that it would not be wise to neglect either book. If you studied only with Communication and Culture you might eventually become quite fluent (and colloquial) but ungrammatical -- like the Latin American baseball player who learned his English in the Cleveland Indians' dugout. If you learned only from The Grammar Handbook you might become very knowledgeable about the grammar of the language and even able to read literature but unable to ask a policeman for directions to the nearest bus stop.

The two books together will allow you to get a good basis in the language, but there will continue to be special cultural and work situations where your general knowledge is insufficient. You will not be able to meet all the requirements of living and working in your new culture in the short space of two years. Even now, there are situations in English where you are probably inadequate. For example, could you comprehend a lecture on nuclear physics? or two surfers in California discussing the surfing conditions? a Wall Street report? a tobacco auction? The Special Skills Handbook introduces you to some of the special situations to function. The Special Skills Handbook is a kind of almanac of miscellaneous information about the culture and the special work and living requirements of Peace Corps Volunteers. We have tried to anticipate your needs, but our attempt will never be sufficiently comprehensive. You will probably find that you will need to construct some of your own word lists. You may become interested in investigating the jargon of a special field, such as fishing or you may find it necessary to learn the regional dialect variations of your village or province. We would like to invite you to share your findings with us in the event that you find it necessary to revise and expand. In addition to sharing your material with your local Peace Corps training officials, please send us a copy too. For that matter, any kind of feedback would be most welcome. Send it to:

Peace Corps Language Handbook Project
Foreign Language Office
The Experiment in International Living
Brattleboro, Vermont 05301

To the Learner of Swahili:

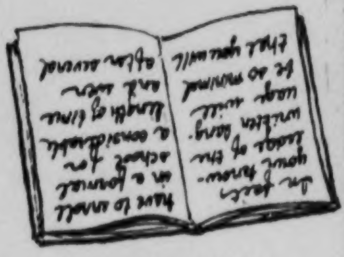
A General Introduction to Language Learning

Congratulations to all of you who read this. First, congratulations for your acceptance into Peace Corps and, second, congratulations for just performing a very complex act -- reading a language. Of course, the language is English and that hardly seems like such a major accomplishment; after all, practically everybody you know can do it. For most of us, using English is like breathing, an involuntary activity, or if we consider it a skill, a skill that has become so natural to us that we have taken for granted the fact that it represents the major intellectual achievement of our lifetimes.

Congratulations!

The point, of course, is not that the learning of English is in itself an especially significant accomplishment, but that the learning of *a language* in either or both its spoken and written forms is the great accomplishment. By being born as human beings we may be programmed to learn language just as we are programmed to walk on only two legs but despite our human inheritance, learning a language still requires time and energy. We don't just happen to learn a language; we do have to work at it, and other people -- chiefly our parents, siblings and playmates -- have to be willing to help.

Although you may no longer have memories of your early struggles to learn English, you can still appreciate the complexity of the accomplishment by considering this: Assume for the moment that you are about to start a language training program that will occupy you 12-14 hours a day, 7 days a week for the next 3 to 5 years, without a break. At the end of your training program you will still not be able to understand radio programs or easily follow a conversation between two adults and practically all books will still seem to be filled with undecipherable squiggles. In fact, your knowledge of the written language will be so minimal that you will now have to enroll in a formal school for a considerable length of time and even after several years of formal schooling you will still be developing your language skills by learning new words, polishing your writing style and trying to read better. That is the sort of language program you enrolled in when you began to learn your native language, English.



...undecipherable squiggles...

All this is not intended to frighten you about the language learning task that lies ahead because learning a second language is going to be easier. Most of you have already encountered a second language and unless that encounter came early in your life while you were still very actively learning your first language, the second encounter was an encounter of a different kind. Some of you may have learned French or Spanish and learned it reasonably well in high school, while others have not had very successful experiences the second time around. Now, as an adult you are being asked to learn a new, second language. Learning a second language is no small task, but neither is it a matter of starting from scratch, as you did when you learned English. So before you take your first steps in your new language, we ask you to take the time to do two things: try to understand the nature of the task ahead of you and try to assess the personal strengths and weaknesses that you bring with you as you start your assignment.

What do you have to do to learn a new language? As you might expect, the answers to this question are as numerous and varied as people are and no two learner's strategies will be exactly the same. This is so important to remember, let's say it again in a different way: we can make many generalizations about the way people learn language, but you are unique and you can only learn in the way that suits you best, not in the way an idealized, generalized member of your species learns.

We have already said that learning a second language is going to be easier. It is going to be faster, too, because you already know a language and you will not have to start from scratch, i.e. as if you didn't know any language. To be sure, the language you are going to learn is very different from English and you may wonder just how much help your English is going to be. It would be easier, for example, if you were learning a language which was more similar to English than Swahili, like French. French and English share many vocabulary words, e.g. "civilization" (English) and "civilisation" (French). This greatly simplifies the process of memorizing new vocabulary words; for example, compare the task of remembering the French word "civilisation" and the Swahili equivalent "ustaarabu". Clearly then, the fact that English and Swahili are so different means that you will have no headstart on learning new vocabulary as you might have had if you were learning a language like French.

However, just by speaking English you already know a lot about languages and you can use that knowledge. You already know, for example, that languages have words which name activities, e.g. cooking, running, laughing and words which name things, e.g. boy, girl, cup and spoon. You also know a great deal about what you can and cannot communicate with languages. For instance, you know how to re-phrase a statement for a young child, use a new word in a sentence, ask for meanings and use gestures to re-inforce language. In short, you have been communicating all your life and now you are only acquiring a new set of tools to use when doing what you already do so well - talk.

You still may not be convinced that learning a new language is easy; obviously it does require an effort and no one needs to tell you that some people have to make more of an effort than others. We have tried to encourage you to realize that your learning style will not be the same as your fellow students. If each of us were to draw a language profile of ourselves we would find that our profiles, just like our personalities are different; strong and sharp in some areas, weak and ill-defined in others. The point, however, is not how strong or weak you may be -- or how fast or slow you may be at learning languages -- but rather that you should examine your own profile, find out where you are strong and weak and use that information to capitalize on your strengths and try to accept and even improve on your weaknesses. To help you begin your self-assessment as a language learner, we suggest you give some thought to the following aspects of language learning.

Memorizing. Are you good at memorizing? Obviously, learning a new language requires much more than memorizing a dictionary of that language, but having a good memory will help. The chief way in which it helps of course is in learning new words and phrases so that the right ones come quickly and easily to mind when you need them. When you store something in your mind for later use, put a "tag" on it; relate it to something that is already stored and accessible. When you first encounter a new word, explore it: hear it, say it, see it, feel it, even taste it if you can. Re-cycle your collection. In language learning, using a new expression once is usually not enough. And don't be discouraged if you forget things. Your mind can only handle so much at once and sometimes unused stuff gets thrown out to make room for new things, but even the forgotten words have probably left a trace so that the second time you learn them they may stay longer.

...taste it if you can...

Being open and accepting of differences. Different languages have different sounds and many differences may sound "funny" to you. Others you may not even notice at first because you are only used to hearing certain kinds of sounds, i.e. those that are in your native language. Different languages are usually organized differently. There may be words or concepts which do not translate easily into English, and there may be English words which have no exact equivalent in the new language. The sooner you accept that the way you structure the communication of your thoughts in your new language will not be the same as in English, the sooner you will be able to talk more naturally. Remember, English is just a language, and anything that can be communicated with it can be expressed by your new language. The only difference is that the signs, i.e. words, used for communicating may not sound the same and probably will not always line up in the same way as English. So when you learn new words and structures, try to understand how such differences affect you. Do they annoy you, or make you feel insecure because they are not what you are used to? Are you fascinated by them and find it more of a challenge to learn structures which are different from English, than to learn those that are similar? Try to come to grips with how receptive you are to differences and, if you find in the beginning that you have problems learning how to get away from your expectations as an English speaker, then try to develop strategies for dealing with this mental "block". For instance, you might try learning constructions which seem more familiar to you first, and then begin adding the more foreign concepts and constructions one by one, practicing each one until it too seems familiar. Sometimes the problem is not in your ability to accept the differences themselves, but rather in your tolerance of a large number of differences all at once.

Analyzing the new language. Being open and receptive to the new language may get you to first base, but you'll stand a better chance of getting to second (and eventually scoring) if you understand the rules of the game. Linguists make their money by analyzing chunks of language to discover the rules. You don't have to become a professional linguist to learn a language, but it's not a bad idea to become at least an amateur. The lessons in *The Grammar Handbook* are designed to help you do this, but you will still have to develop your own methods for taking the language apart (and putting it back together!) so that you can go on adding to your knowledge once you have completed the lessons provided. The grammar lessons themselves will give you a good idea about how to go about doing this "dissection" process, and simplify the task of learning how to be an amateur linguist.

Listening and Imitating. Parrots don't really speak languages, but since they don't have any preconceptions of how a language should sound, they do a good job of producing human sound with limited equipment. You can already produce some human sounds but your repertoire is limited to the sounds that exist in English. The first step in learning how to pronounce sounds in any new language is to teach yourself to listen carefully. You can measure your progress by noting at the end of each week differences between how the sounds in your new language are pronounced and how sounds in English are

...can you become a parrot ?

pronounced; you should find that after 2-3 weeks you are hearing differences where you would have sworn that none existed during the first week.

Only when you have begun to hear differences will you be able to begin imitating the differences with any degree of success. So don't be upset if, in the early stages of your language learning, the teacher seems to be correcting you when you think you have successfully mimiced his or her pronounciation. Take the corrections for what they signify - that this is a sound which is somehow different from what you think it is. Pay special attention whenever your teacher, and any other native speaker, pronounces that sound until you can hear the difference. Once you have discerned the difference then practice is all you need to learn how to pronounce the new sound properly.

Using the language. Another way of saying this is: practice makes perfect. The more you do something the better you get at it and this is especially true of learning a new skill such as a language. Obviously, one way in which you can get a lot of practice is by taking a full and active part in your classroom. But there are other people in the classroom too, and everybody can't speak at once. However, you can talk to yourself, both in the classroom and out. Subvocalization can be a very useful learning technique.

... viewing life from another perspective..

Empathizing. Being a good parrot may help you acquire the sounds of the new language, but languages are much more than just new sounds. Languages are also a way of ordering and organizing reality and the reality of a speaker of your new language may be somewhat different from the reality of an American. A new language brings with it a culture with its different life-styles and social roles. You may not like all that you find in the new culture, but that is all right; probably some of the speakers of your new language don't like everything about their own culture, just as you probably don't admire every single aspect of American culture. Part of the thrill of learning a new language is experiencing life from a different perspective. You don't have to sell your soul to the new culture, but a willingness to become bicultural will speed up your efforts to become bilingual.

...go out on a limb...

Taking risks. Nearly everything you say will be a mistake and adults do not like to make mistakes, especially in front of other adults. But learning a new language is as much a process of learning what not to say as it is learning what to say. You will have to develop some willingness to go out on a limb and try things and not be upset if the limb breaks.

Being relaxed. Trying too hard, and wanting too much to succeed -- "pressing," as athletes say -- can be a serious problem for a language learner. Sometimes the antidote is a good stiff drink, but there are others. What's yours?

...all in the same boat...

Cooperating and supporting. Much of your schooling up to this point may have been in an atmosphere that was competitive. But in your struggle to learn a new language along with your peers, all those learning skills that helped you pass exams or write acceptable term papers won't be especially helpful in your new learning situation. You are all in the same boat together, and although some people may row faster or harder than you can, you'll go farther and longer as a team. Learning to help and be helped will create an atmosphere in the classroom that will make learning an enjoyable and unforgettable communal experience. And remember too that using a language is a social activity. It takes one to speak and another to listen, whether you're learning the language or using it in fluent conversation.

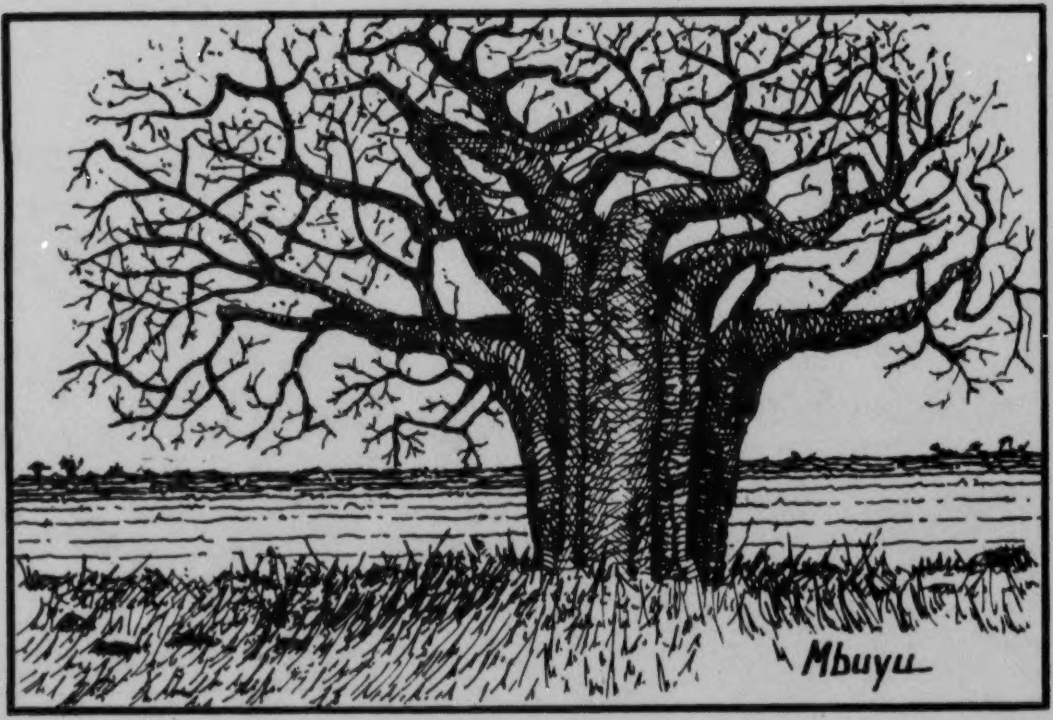
...self-confrontation...

Understanding and accepting your limitations. So far we have pointed out several things to consider as you and your new language confront each other. Learning a new language also involves a certain amount of self-confrontation. You are going to experience successes and failures, excitement and fatique and countless other emotions. You may have to question your self-image as you compare your progress with your peers and you seem to come off unfavourably so let us say again that you can only capitalize on your strengths, understand and try to improve your weakness, and be willing to accept results that may not measure up to your aspirations. One way to do this is to periodically issue yourself a "report card", using the topics we have discussed here as a guide.

Being methodical (or developing a method to your madness). Lots of things are going on when you start a new language. All the new sounds, words, and grammar rules come at you simultaneously and can be overwhelming. There are text books, reference grammars, dictionaries, phrase books, work books and tapes containing things you ought to know. In the classroom there are memorization activities, drills, role-plays, free expression and a lot of people listening and watching what you do. Obviously you can't cope with everything simultaneously, and although this language course attempts to present the language in an orderly fashion and although part of your teachers' job is to mimimize the confusion, you have to get yourself together too. Although much of your in-class time will be organized by the teacher and the material, you are the person who has the responsiblity for organizing your out-of-class time. Good luck!

Tanzanian Swahili

COMMUNICATION AND CULTURE HANDBOOK



MARAFIKI WAPYA - NEW FRIENDS

Fungu la Kwanza

Unit One

The lessons in this book are designed to help you learn to communicate in a variety of different social and cultural situations in Tanzania. More often than not, new vocabulary and language structures are introduced in the context of a conversation or narrative. Occasionally, however, to vary the lessons, non-conversational approaches to new material have been used.

The lessons in this first unit are designed to prepare you for communication in situations where are are likely to find yourself when you first arrive in Tanzania. Specifically, if you finish the lessons in this unit you will know how to:

--Greet people and respond to their greetings.....(Lesson 1)

--Introduce yourself and ask your companion what his or her name is........................(Lesson 2)

--Talk about what you are doing in Tanzania.......(Lesson 3)

--Enter a strange house and greet an elder........(Lesson 4)

--Talk a little about what has happened to you....(Lesson 5)

--Ask and answer simple questions, i.e. engage in a little 'small talk'.......................(Lesson 6)

GREETING PEOPLE

Lesson One

Conversation:

A: Any problem *ndugu?*
B: No problem. How are you?
A: No problem. (How's) news today?
B: Just fine. (How's) news at home?
A: Very good.

Observations About Language and Customs

There are over one hundred different ethnic groups in Tanzania, each with its own traditons and language. For this reason, it is impossible to provide you, the newcomer, with guidelines for how to talk and behave which will be appropriate for all situations. Thus, we believe that it is more useful to suggest questions that focus on different customs, and the use of Swahili in Tanzania, which you can discuss with your teacher or with another Tanzanian. We hope that they will help you explore for yourself important aspects of Tanzanian culture.

Questions About Language and Culture

1. Greetings in East Africa are more important than in America. In East Africa, if you meet someone you know, you are expected to stop and say hello and ask your companion a little about him or herself. Ask your teacher what kinds of questions are appropriate.

2. The word *ndugu* means different things in different contexts in Swahili. Ask your teacher to discuss its different meanings.

KUSALIMU WATU

Somo la Kwanza

Mazungumzo:

A: *Hujambo ndugu?*
B: *Sijambo. U hali gani?*
A: *Sijambo. Habari za leo?*
B: *Nzuri tu. Habari za nyumbani?*
A: *Nzuri sana.*

Maneno Mapya na Miundo Mipya (New Words and Constructions)

ndugu -- brother/sister
jambo -- problem
hujambo -- no + you + problem
sijambo -- no + I + problem
u -- you
hali -- condition
gani? -- what kind?
habari -- news
za -- of, talking about *habari*
leo -- today
tu -- just, only
nyumba -- house
nyumbani -- in/at/to house
nzuri -- good, fine
sana -- very

Angalia (Attention):

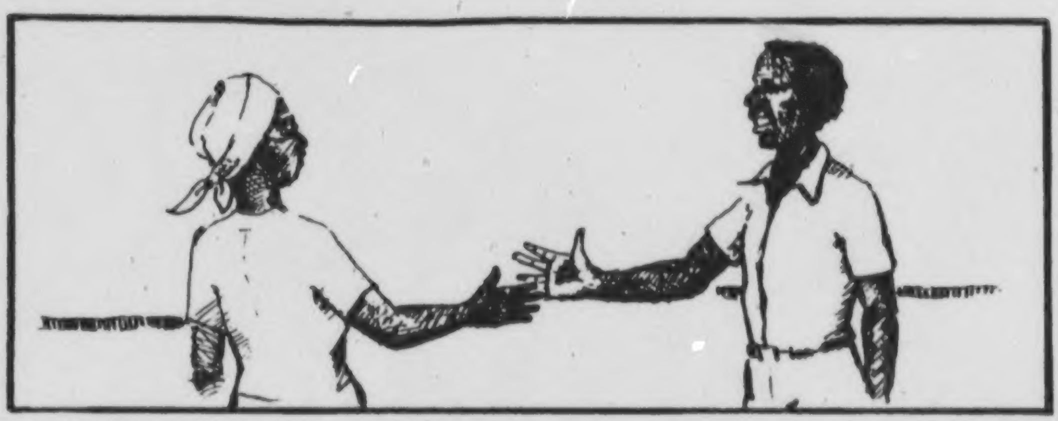
Underlined words or constructions are explored in the companion lesson in The Grammar Handbook. So, for example, if you turn to Lesson 1 in The Grammar Handbook you will find a discussion of the Swahili construction *nyumbani*, among other things.

Kutumia Mazungumzo (Using the Conversation)

There are a number of different things which you as a language learner can do with new language material in order to learn it, and since different students learn in different ways, some learning activities are more helpful for some students than for others. Therefore, suggestions for different kinds of activities are included in each lesson. You and your teacher can choose from them depending on your individual interests, needs, and abilities.

Communication:

Pair up with another student and act out the conversation on the preceding page, using the picture below as a guide.



Pronunciation: This is another area that deserves a special effort during the first few weeks. Bad pronunciation habits developed early in the course are hard to break later on. The following activity is especially useful because it lets you, the student, choose which words to practice.

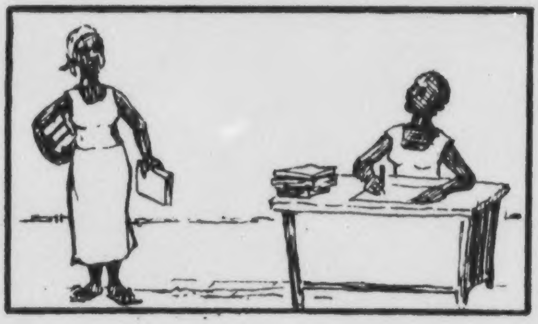
> HUMAN COMPUTER: In this activity, your teacher is a machine, a 'computer'. First write the conversation on the board so everyone can see it. Then whenever someone is ready, he or she says a word or phrase from the conversation aloud. The computer then echos, correcting any pronunciation errors. THE COMPUTER WILL NOT SAY WHAT THE ERRORS ARE. You must listen and evaluate your own pronunciation. If it is incorrect, then say the word again and compare your pronunciation with the computer's echo again. Continue until you are satisfied with your pronunciation.

Shughuli Zaidi (More Activities)

Observation: Can you understand the following conversation, by looking at the picture to the right?

Mazungumzo:

A: *Dada, hujambo?*
B: *Sijambo. Habari za masomo?*
A: *Salama tu. Habari za kazi?*
B: *Nzuri*



Kukadiri Fahamu Zako (Evaluating Your Understanding)

See if you can translate the following American greeting into an equivalent Swahili greeting:

A: Hi Sam. How're ya doin'?
B: Okay Julie. How're things at home?
A: Real good.

INTRODUCING YOURSELF

Lesson Two

Conversation:

A: Any problem _____ *dada?*
kaka?
B: No problem *mama*. Peace?
A: Peace. My name is _____. What's your name?
B: My name is _____. Where do you come from _____?
A: I come from America.

Questions About Language and Customs

1. While *dada* and *mama* are the Swahili words meaning 'sister' and 'mother' (respectively), they are also used for greeting women in general. Find out how they are used by Tanzanians whom you know:

> When women use *dada* or *mama* to greet one another, whom do they use it to? Older women? Younger women? Women of the same age? Married women? Single women?

2. In many areas of Tanzania, the word *kaka*, here translated as 'brother', is only used to refer to someone's older brother. It is therefore important for you to find out how to use it when talking about someone's family, as well as to explore how to use it in greetings.

> Can *kaka* be used to refer to both older and younger brothers? If not, how do you talk about the brothers for whom it cannot be used?
>
> Do men use *kaka* to greet one another. Whom do they use it with? Older men? Younger men? Peers?

KUJIJULISHA

Somo la Pili

Mazungumzo:

A: *Hujambo _____dada?*
kaka?
B: *Sijambo mama. Salama?*
A: *Salama. Jina langu _____. Jina lako nani?*
B: *Jina langu _____. Unatoka wapi _____?*
A: *Ninatoka Marekani.*

Maneno Mapya na Miundo Mipya

dada -- sister
kaka -- brother
mama -- mother
salama -- peace
jina -- name
-angu -- my
jina langu -- my name

-ako -- your (one person)
jina lako -- your name
nani? -- who?
-toka -- leave, be from (a place)
unatoka -- you are from
ninatoka -- I am from
wapi? -- where?
Marekani -- America

Angalia (Attention):

Underlined words or constructions are explored in the companion lesson in The Grammar Handbook. So, for example if you turn to Lesson 1 in The Grammar Handbook you will find a discussion of the Swahili construction *ninatoka*, among other things.

Shughuli Muhimu (Important Activities)

Vocabulary: Before you can begin saying anything in Swahili, you obviously need to learn words in the language. Hence you will want to concentrate on learning some basic vocabulary during the first few weeks of class. One activity for doing this is a modified version of the American card game Concentration.

> CONCENTRATION: Using slips of paper or cards, write cut the new vocabulary in the lesson in both Swahili and English. Put one Swahili word on one paper, and its English translation on another. Then turn the papers face down and mix them up. Lay them out one by one face down and then, with one or two other students begin the game. It is played as follows: take turns turning over two papers at a time, trying to match correctly one Swahili word and its English equivalent. Every time the two words do not match, you return the papers face down to their original position. When you make a match you keep the pair and the student with the most pairs 'wins.'

Communication and Comprehension: Divide into pairs and try making up your own greetings and responses. To do this, you must first work out which greetings can occur with which responses. See if you can work out how many different ways all the greeting expressions you have seen so far can be combined. As a hint, they are listed below.

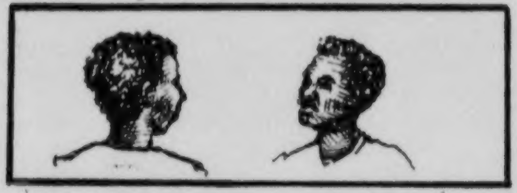
salama
sijambo
u hali gani?
habari za
hujambo
leo
nyumbani
nzuri
sana

Shughuli Zaidi

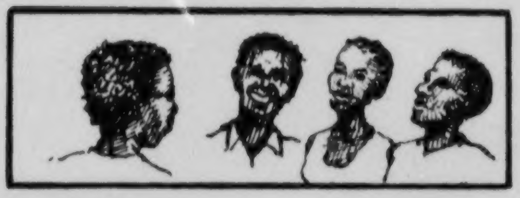
Variation: Another way to expand your greeting repertoire is to learn additional variations of the expression *habari za....* This is a very common greeting expression and there are many aspects of life which Tanzanians like to ask about. You have already seen two in Lesson One: *leo* and *nyumbani.* Some others are:

watoto: (children)	It is interesting to note that you can ask someone *habari za watoto* even if they do not have children. Discuss this with your teacher. How do you reply if you have no children?
asubuhi: (morning)	Ask your teacher when to use this in greetings. That is, do you use it during the morning or at noon when the morning is ending? Can you use it in the afternoon?

Observation: Can you figure out when *hamjambo* and *hatujambo* are appropriate by comparing the following pictures?



Hujambo? *Sijambo*



Hamjambo? *Hatujambo.*

Kukadiri Fahamu Zako

1. Try to translate the Swahili conversation on the preceding page without looking at the English.
2. If you can do this, try to translate the following English conversation:

A: What's happening Julie?
B: Everything's okay. How're things in America?
A: Okay.

SPECIAL LESSON ONE

PERIODS OF TIME

Shughuli Muhimu

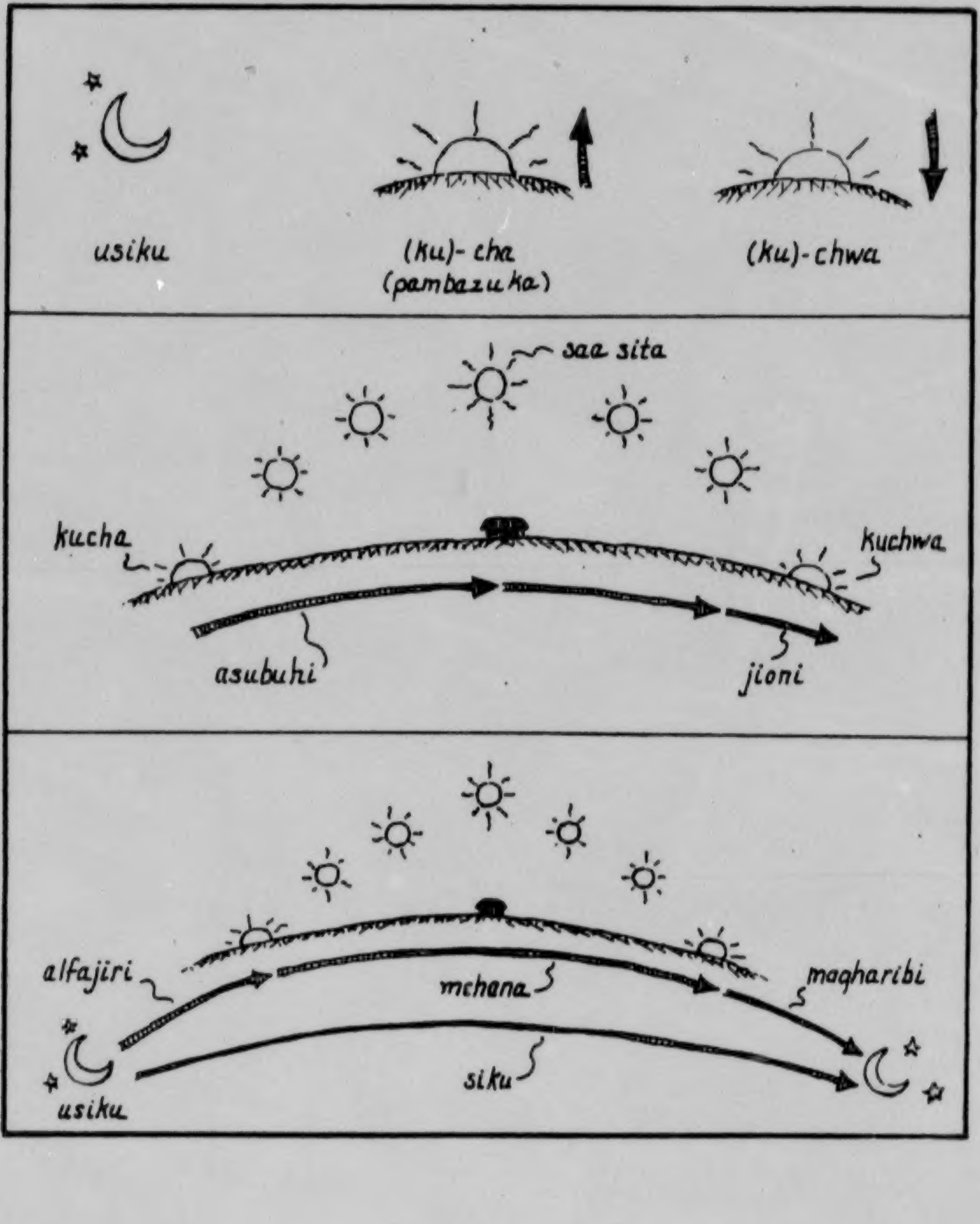
Vocabulary and Pronunciation: After your teacher has gone over the pictures and helped you to pronounce the different vocabulary items, play a game of CONCENTRATION II, as explained below.

> CONCENTRATION II: Each time you turn up a paper, say the Swahili word for what is written on the paper. That is, if the word is Swahili, simply read it aloud. But if the word is in English, you must try to remember the Swahili and then say that word aloud. If you have trouble, see if any of the other players in your group can remember.

Communication: Ask your teacher which of these different expressions for referring to times of the day are used in greetings such as *habari za....* Find out also when to use them. That is, can you say *habari za asubuhi* in the afternoon, i.e. referring to the morning, or does that sound odd? After you think you have worked out how to use these expressions, make some notes to yourself below and try to use them appropriately when you greet people during the next few days.

SOMO MAALUM LA KWANZA

WAKATI


usiku
(ku)-cha
(pambazuka)
(ku)-chwa
saa sita
kucha
kuchwa
asubuhi
jioni
alfajiri
mchana
magharibi
siku
usiku

BEING A STUDENT OF LANGUAGE AND CUSTOMS

Lesson Three

Narrative:

> My name is __________ and I come from America. I am learning Swahili and also I am studying African customs. I am happy to learn Swahili but I am having a little trouble.

Questions About Language and Customs

You will probably find when you arrive in Tanzania that your work and your nationality set you apart from the people whom you would like to get to know. One way to quickly become involved is to present yourself as a learner; Tanzanians are usually very eager to share their culture with anyone who is truly interested. They will probably not reach out to you if you have not expressed an interest in what they do.

Regardless of what you expect from your stay in Tanzania, it is important to present yourself to people so that they will understand where you are coming from. One way to begin thinking about what you want your role to be is to explore with Tanzanians whom you know (like your teacher) what they think about foreigners in their country.

> Do they like foreign visitors? Why? Do they like them all? Why not? Which foreigners do they like and why?
>
> Do they like to hear about other countries? Do they like to share their life-style with a newcomer?
>
> Do they like to get advice from visitors? What kind of advice?
>
> What kind of foreign visitors would they invite home to meet their family?

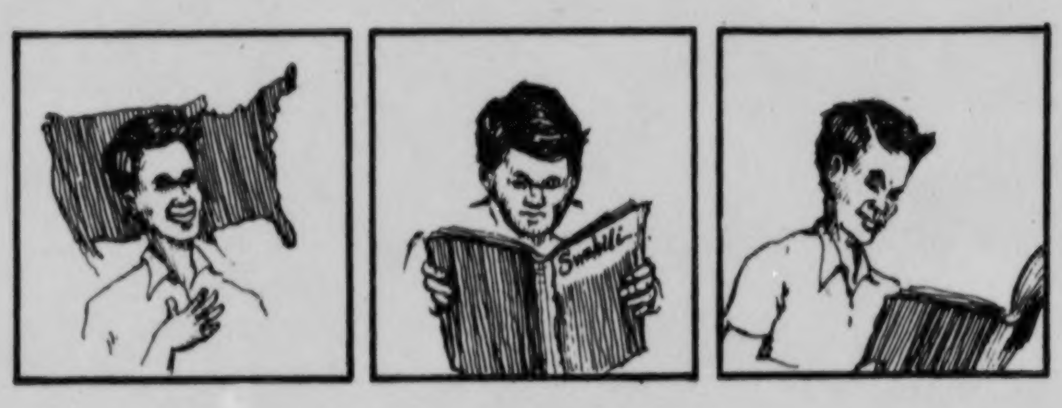
34

KUWA MWANAFUNZI WA LUGHA NA DESTURI

Somo la Tatu

Masimulizi:

Jina langu ni __________ *na ninatoka Marekani. Ninajifunza Kiswahili na pia ninasoma desturi za kiafrika. Nimefurahi kujifunza Kiswahili lakini ninapata shida kidogo.*



Maneno Mapya na Miundo Mipya:

ni -- is
na -- and
-jifunza -- learn
ninajifunza -- I am learning/I learn
pia -- also, too
-soma -- study, read
ninasoma -- I am studying/I study
desturi -- customs
-furahi -- be happy
nimefurahi -- I am happy
kujifunza -- to learn
lakini -- but
-pata -- get
shida -- problem, difficulty
kidogo -- a little

Shughuli Muhimu

Vocabulary: Now that you have seen that the verb is composed of different pieces in Swahili (Grammar Lesson 2) you will want to start learning to identify these different parts so that you can learn to put the verb together correctly. One way to do this is to play CONCENTRATION with slips of paper which have individual verb bits on separate pieces of paper, rather than whole words.

So far you have seen verbs with three pieces: a root which names an activity or event in the world, a time prefix which tells you when the event occurred, and a person prefix which tells you who did the event. Some of the verb bits which you have seen so far are diagrammed below. If you find that you cannot correctly give a meaning for each item then you should put each one on a separate piece of paper, with a corresponding English translation, and play Concentration until you can remember what each item means.

Person Prefix		Time Prefix		Root
ni-		*-na-*		*-jifunza*
				-furahi
	+		+	*-soma*
u-		*-me-*		*-toka*
				-pata

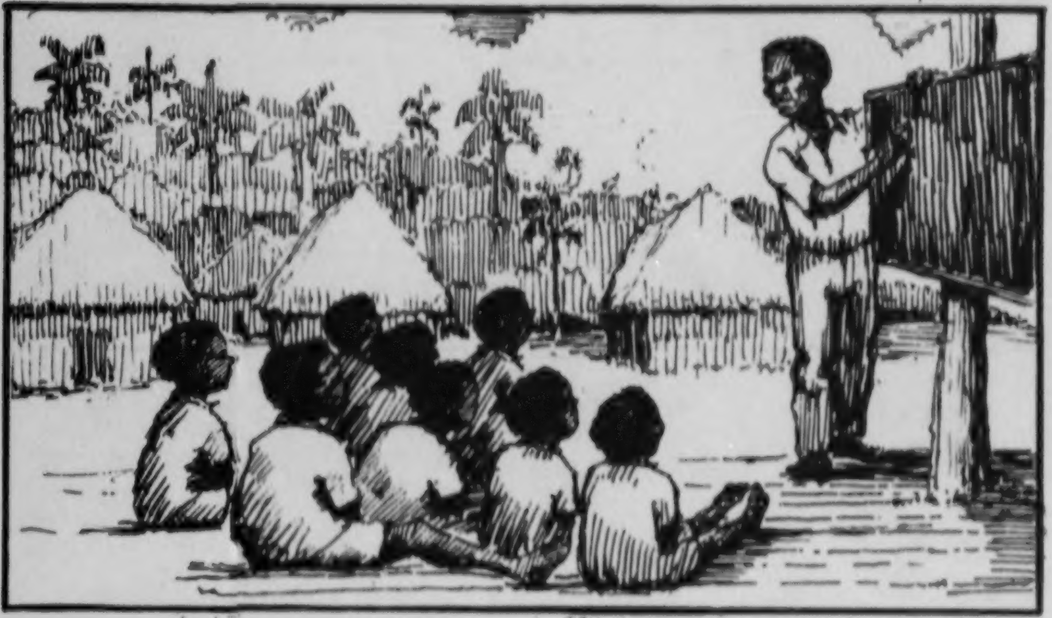
Communication: The narrative provided in this lesson is included as a possible way in which you might want to present yourself to people when you meet them for the first time. However, some of you may not want to say something different so make up a short narrative, saying what you want to say about yourself. Ask your teacher to supply you with any phrases or words that you will need. To help, a few additional verb roots are given below. After you have written your narrative, memorize it and then tell it to your other classmates.

New Roots:	
-fundisha	teach
-fanya kazi	work
-tembea	visit, stroll around
-ishi	live (in a place)

Shughuli Zaidi

Observation and Communication: Make up a short narrative about the picture below. Here are a few new vocabulary items which you may need:

Nouns	**Verb Roots**	**Prefixes**
mwanafunzi -- student	*-kaa* -- sit	*a-* -- he/she
wanafunzi -- students	*-fundisha* -- teach	*wa-* -- they
mwalimu -- teacher		



Kukadiri Fahamu Zako

1. Exchange your original narrative with another student's and see if you can correctly translate the new narrative into English.

2. If you can do this, try to translate the following narrative into Swahili:

> My name is Julie and I come from Tanzania. I am studying English but I have trouble. What is your name and where do you come from? (Note: *Kiingereza* -- English language).

VISITING AN ELDER

Lesson Four

Conversation:

A: *Hodi! Hodi!*
B: Welcome
A: (How's) news today?
B: Fine. Where did you go yesterday? I looked for you.
A: I went home.
B: Oh well then come inside. My mother wants to see you.
A: *Shikamoo mama.*
C: *Marahaba.* Welcome sit a while (a little).

Questions About Language and Customs

1. In Tanzania, older people are shown special respect. One way to show this is to greet them with the greeting *shikamoo.* The response is always *marahaba* and you will want to know both the greeting and the response since you may find that children or other young people greet you with *shikamoo* to show their respect. However, in some places this greeting is reserved for only older women. You might ask your teacher if there are other ways to show respect when greeting elders, and find out whether it is appropriate to use *shikamoo* with men as well as women when you arrive in the community which will be your new home in Tanzania.

2. Different names for family members are used to greet elders. Some of these are: *mama* (mother), *baba* (father), *mzee* (elder), *bibi* (grandmother), *babu* (grandfather). Ask your teacher, or another Tanzanian, how to use these different titles:

Should you use *mzee* to both men and women?

How do *mama* and *bibi* differ?

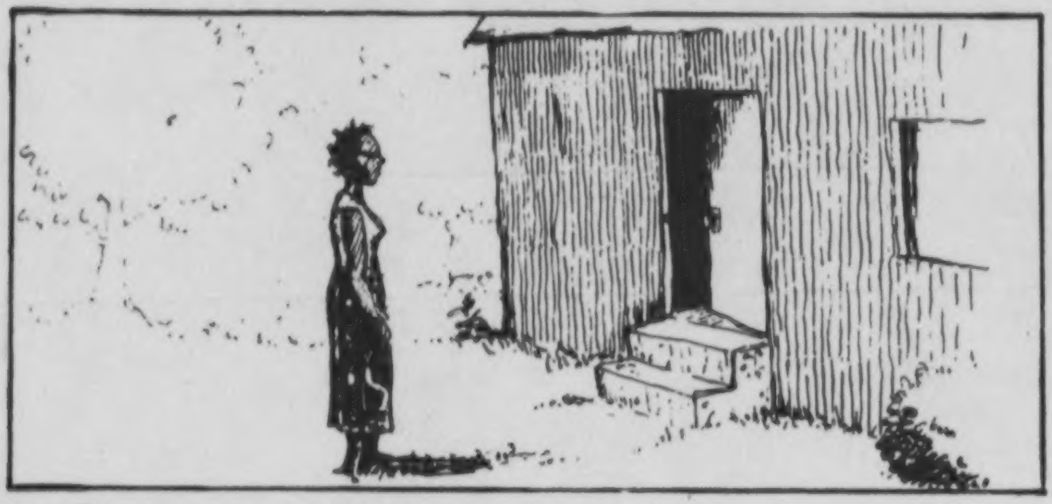
How do *baba* and *babu* differ?

KUMTEMBELEA MZEE

Somo la Nne

Mazungumzo:

A: *Hodi! Hodi!*
B: *Karibu.*
A: *Habari za leo?*
B: *Nzuri. Ulikwenda wapi jana? Nilikutafuta.*
A: *Nilikwenda nyumbani.*
B: *Basi, karibu ndani. Mama yangu anataka kukuona.*
A: *Shikamoo mama.*
C: *Marahaba. Karibu kaa kidogo.*



Maneno Mapya na Miundo Mipya

Hodi -- a call made when entering someone's house, like knocking on someone's door in an American home.

karibu -- welcome
-enda -- go
ulikwenda -- you went
jana -- yesterday
-tafuta -- look for, seek
nilikutafuta -- I looked for you
nilikwenda -- I went
-taka -- want

-ona -- see
kukuona -- to see you
basi -- well then
ndani -- inside
shikamoo -- greeting to elder
marahaba -- response to *shikamoo*
kaa -- sit
asante -- thanks

Shughuli Muhimu

Vocabulary and Comprehension: Bingo is another American game which can be modified to liven up the task of learning vocabulary. One such modification is described here:

> BINGO: If your teacher has not prepared bingo cards for you, this is easy to do. Make up a list of all the words you have had so far. Then cut out several cards, or pieces of paper and divide each into nine squares by drawing lines. In each square write an English translation for one of the Swahili words on your list. Be sure that all the cards have different configurations of words. Make twice as many cards as there are students so you can switch around a little. Also cut out some paper counters, or bring in small chips, to cover different words as they are called. To play, one student or the teacher will call out Swahili words from the list, while the players will cover the English translation for the words if they appear on their cards. The first person to cover a row, horizontal, vertical or diagonal calls 'Bingo.'

Sample Bingo Card:

welcome	house	mother
brother	sister	problem
home	today	inside

Communication and Comprehension: Pair up with another student and try to write a conversation yourselves, using vocabulary from the first four lessons. Try to combine words and construct verbs in new ways. Then have the teacher correct your mini-conversation. After it has been corrected, practice it orally with one another until you can both play both roles without hesitation. Then present your mini-conversation to the class. Answer any questions your classmates may have. If they don't understand the constructions you used, explain them by giving other examples.

Shughuli Zaidi

Comprehension: Can you understand the following narrative?

Masimulizi:

> *Leo nilikuja kukutafuta nyumbani. Nilitaka kukuona lakini alisema ulikwenda shuleni kusoma habari za desturi za kiafrika. Nilifurahi kusikia habari hizi kwa sababu mimi pia ninasoma habari za desturi za kiafrika.*

New Words:
shule -- school
hizi -- these, referring to *habari*
-sikia -- hear

Vocabulary: Try to write short sentences using the following new words:

kitabu -- book
kalamu -- pen
meza -- table
-weka -- put, place
-nunua -- buy
-chukua -- take, carry

Kukadiri Fahamu Zako

1. See if you can translate the conversation on the preceding page without looking at the English translation.

2. GO OUT BY YOURSELF AND GREET SOMEONE. See if you understand what they say to you when they respond to you. See if you can tell them who you are and why you are in Tanzania. In case they respond with something which is incomprehensible, you might want to learn the following:

Samahani, sema pole pole. Ninapata shida za kufahamu Kiswahili.

"Excuse (me), speak slowly. I have trouble understanding Swahili."

TALKING ABOUT THINGS WHICH HAVE HAPPENED TO YOU

Lesson Five

Narrative:

> The other day my friend invited me to his/her house. I greeted his/her mother and she welcomed me nicely. After talking I invited them to my house Sunday.

Questions About Language and Culture

It is possible to learn a lot about Swahili culture through the study of proverbs. Proverbs exist in all Tanzanian languages and, until European education made its appearance, were an important mechanism for teaching children the moral values of the community in which they lived. There are hundreds of different proverbs, some originally Swahili, others probably coming from other ethnic groups. In order to help you learn about this important folk art, different proverbs are included for you to discuss with your teacher. Although the first ones will be given with an English translation, it is important that you discuss them with your teacher to find out how they are used by native speakers, i.e. in what kind of situation is a particular proverb appropriate?

Mtu ni watu. (A person is people.)

Baba wa kambo si baba. (A step-father is not a father.)

KUZUNGUMZA JUU YA MAMBO YALIYOKUFIKA

Somo la Tano

Masimilizi:

Juzi rafiki yangu alinialika nyumbani kwake. Nilimsalimu mama yake na akanikaribisha vizuri. Baada ya kuzungumza nao, nikawaalika nyumbani kwangu Jumapili.

Maneno Mapya na Miundo Mipya

juzi -- day before yesterday
rafiki -- friend
-alika -- -invite
alinialika -- he/she invited me
niliwaalika -- I invited them
kwake -- his/her place, i.e. his/her home
-karibisha -- welcome someone
akanikaribisha -- and she welcomed me
vizuri -- nicely, well
baada ya -- after
-zungumza -- talk, converse
nao -- with them
kwangu -- my place
Jumapili -- Sunday

Shughuli Muhimu

Vocabulary: You now have seen quite a bit of vocabulary associated with the verb. Now see if you can play a game of Concentration using only different verb pieces.

Vocabulary and Comprehension: This time play a game of BINGO using complete verb constructions instead of nouns. Make up a list of different verb constructions, together with their English equivalents. If there is more than one English translation, put them both on your English list so you can get so you can learn to recognize every situation where Swahili phrases are appropriate. This means that if someone has two English translations which correspond to one Swahili construction, he or she will be able to cover two boxes when that construction is called out. A sample bingo card is given below, together with the Swahili constructions which would correspond to the English.

~~I am leaving~~	You study	She learns
I want	~~He invited~~	They welcomed
You come from	~~I come from~~	~~I am happy~~

Ninatoka -- (I come from; I am leaving)
Alialika -- (He/she invited)
Nimefurahi -- (I am happy)

Pronunciation and Structure: You can work on pronunciation as well as learning to form different verb constructions with a modified version of HUMAN COMPUTER:

> HUMAN COMPUTER II: Instead of putting a conversation or narrative on the board, simply write different verb pieces. Then when you have made up a verb construction which you wish to practice (and see if it is correct) you simply say it aloud and, as before, check what you said with the echo which follows from the Computer. If the construction was wrong, the computer will have corrected the structural error along with any pronunciation errors. Again, keep repeating the construction until you are satisfied with your pronunciation.

Shughuli Zaidi

Comprehension: Can you understand the following paragraph?

Habari:

> *Jana nilikwenda kusungumsa na rafiki yangu. Nyumbani kwake alinikaribisha visuri akasema "Karibu ndugu, kaa kidogo, nimefurahi kukuona." Tulisungumsa kidogo na halafu tukatoka pamoja.*

New Word: *halafu* -- then

If you cannot understand this paragraph, circle all the words and constructions which puzzle you and check with another student to see if he or she understands them. Then translate the paragraph into English.

Structure: Try to match the two different parts of the sentences given below:

Nilikwenda	*akaniona.*
Nilitaka	*vizuri.*
Alitoka halafu	*kukuona.*
Alinialika nyumbani	*kwenda Marekani.*
Tulisoma halafu	*nyumbani.*
Alinikaribisha	*tukasema Kiswahili.*
Nimefurahi	*kusema Kiswahili.*

Communication: Pair up with another student and write your own descriptive paragraph. Check it with your teacher after you have written it. Then practice reading it aloud until you can both recite it smoothly. Present your paragraph to the class, each person reading it through once. See if your fellow students were able to understand it and, if not, explain those parts which gave them trouble.

Kukadiri Fahamu Zako

Can you translate the following English paragraph into Swahili?

> Today I am leaving home. I am going to learn Swahili and study African customs. I want to invite you to my house to introduce you to my mother but I am going to Tanzania tonight.

Note: *usiku* -- night
leo usiku -- tonight

SPECIAL LESSON TWO

DAYS AND MONTHS

Shughuli Muhimu

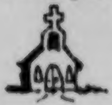
Vocabulary: You may not have trouble learning this vocabulary, since all the months are borrowed from English, as well as one word for "week". One thing you should notice, however, it that the Swahili week begins with Saturday, not Sunday. Pair up with another student and draw yourselves a one-month calendar. Then practice pointing to a particular day on the calendar and responding with the correct Swahili word for that day. Do not write Swahili on the calendar, but you may write the English equivalents if you want.

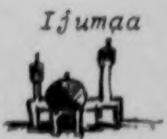
Communication: In your same pairs, practice asking each other questions using the question word *lini*. Answer with different days of the week or months of the year.

SOMO MAALUM LA PILI

SIKU NA MIEZI

Jumamosi *Jumapili* *Jumatatu* *Jumanne* *Jumatano* *Alhamisi* *Ijumaa*





JUMA/WIKI

Januari		*Mwezi wa kwanza*
Februari		*Mwezi wa pili*
Machi		*Mwezi wa tatu*
Aprili		*Mwezi wa nne*
Mei		*Mwezi wa tano*
Juni	*MWAKA*	*Mwezi wa sita*
Julai		*Mwezi wa saba*
Agosti		*Mwezi wa nane*
Septemba		*Mwezi wa tisa*
Oktoba		*Mwezi wa kumi*
Novemba		*Mwezi wa kumi na moja*
Desemba		*Mwezi wa kumi na mbili*

QUESTIONS AND ANSWERS

Lesson Six

Questions	Answers
When did you come?	I came ____ a while ago. day before yesterday.
Where do you live?	I live in ____ Dar-es-Salaam Dodoma.
What will you do here?	I will work. I will study.
What kind of work will you do?	I will teach news/information about __________.

Questions About Language and Customs

Ask your teacher to discuss the following proverbs. Notice that we have similar proverbs in English. See if the Swahili proverbs would be used in the same situations as the English:

1. *Dawa ya moto ni moto.* (The medicine for fire is fire.)

   English: "Fight fire with fire."

2. *Dalili ya mvua ni mawingu.* (Clouds are a sign of rain.)

   English: "There's no smoke without fire."

3. *Bilisi wa mtu ni mtu.* (The evil spirit of a man is a man.)

   English: "Man is his own enemy."

MASWALI NA MAJIBU

Somo la Sita

Maswali	*Majibu*
Ulikuja lini?	*Nilikuja* _____ *kitambo* *juzi*
Je, unakaa wapi?	*Ninakaa* ______ *Dar-es-Salaam* *Dodoma*
Utafanya nini hapa?	*Nitafanya kazi.* *Nitasoma kiswahili.*
Utafanya kazi gani?	*Nitafundisha habari za* _____.

Maneno Mapya na Miundo Mipya

je -- word used to show that a question follows
-kaa -- sit, stay (in a place)
-ja -- come
lini? -- when?
kitambo -- a (long) while ago
nini? -- what?
hapa -- here
-fanya -- do, make
utafanya -- you will do
kazi -- work
-gani? -- what kind?
-fundisha -- teach
nitafundisha -- I will teach

Shughuli Muhimu

Vocabulary and Comprehension: After your teacher has discussed the different questions and answers in this lesson and helped you pronounce them correctly, you should pair up with another student and practice asking one another questions. Try asking questions using words which you learned in earlier lessons. If you have trouble remembering words, write down your questions before you ask them. But see if you can answer your partner's questions without looking at the written question, or writing out the answer first.

Communication: You now have had enough vocabulary and grammar, even though you may have trouble remembering it all, to make up a little play:

> MINI-DRAMA: A mini-drama is a long dialogue or conversation which usually tells a story and involves several people. It does not need to be memorized, but by acting it out (reading the lines or reciting them from memory) you can practice communicating in a semi-real situation. To write a mini-drama, get together with one, two or three other students. As you are writing, you may want to ask your teacher for additional words that you need; just don't use too many or you will have trouble remembering what your drama is about. After you have written it, have the teacher look it over, and correct any errors you may have made. Then practice your mini-drama together, until you can all read your lines smoothly. Then present it to the rest of the class. As you present your mini-drama, first read each line silently and then look up and say it aloud.

Shughuli Zaidi

Structure: When translating back and forth from Swahili to English, there often is not a one-to-one correspondence between the elements in an English sentence and the elements in the Swahili sentence. For example, compare how the various elements in the following sentences are ordered differently (see Lesson Five):

Swahili:	*ni*	--	*li*	--	*wa* --	*alika*
	1		2		3	4
But English:	I		invit	--	ed	them
	1		4		2	3

It is important to learn to notice the differences between Swahili and English so that you don't mislead yourself into thinking that they are more similar than they really are. Such an assumption will cause you to make up Swahili sentences merely by translating them from English and, more often than not, this will get you into trouble. Translation can be a helpful learning device, as long as you don't translate word-for-word.

There are some important differences in the way question words in Swahili are placed in sentences compared to English. Work out what they are. The following questions should get you started.

1. In English, where are question words (where, when, why, etc.) placed in a sentence?
2. In Swahili, where are question words placed? You should make up some variations of the questions in this lesson and check them with your teacher so you can answer this question.
3. Are your answers to 1. and 2. the same? If not, how do the two languages differ?

Kukadiri Fahamu Zako

Pair up with another student and see if you can successfully do each of the communicative skills set forth on the introductory page of this unit of lessons.

KUJISAIDIA KWA MSAADA WA MARAFIKI ZAKO

TAKING CARE OF YOURSELF WITH HELP FROM YOUR FRIENDS

Fungu la Pili

Unit Two

This unit is designed to prepare you for talking with new friends and asking them for help when you need it. Hence, all the lessons in this unit involve the same characters. In addition, you will learn how to buy something, and talk with a shopkeeper.

This unit of lessons also has a secondary purpose. In Swahili, different nouns have different prefixes; and these prefixes change depending upon whether the noun refers to one thing or many things. The lessons in this unit are sequenced to introduce you to different kinds of nouns gradually, so that you can learn to identify nouns from different groups.

If you complete the lessons in this unit, you will know how to:

--Talk about what you need and ask for help.......(Lesson 7)

--Ask about something which you don't understand, and thank someone for explaining it to you............................(Lesson 8)

--Talk about different things.....................(Lesson 9)

--Order food at a shop (from a shopkeeper).......(Lesson 10)

--Bargain for food ....(Lesson 11)

--Explain about what has happened, and repeat what someone else has said..............(Lesson 12)

LOOKING FOR SOMETHING AND ASKING FOR HELP

Lesson Seven

Narrative of a Foreigner/Visitor:

This morning I wanted to buy food at the shop but I couldn't because I don't know how to buy things here in Tanzania. Could you help me?

Questions About Language and Customs

Often when you ask for help in Tanzania, people offer to take you where you want to go. Discuss with your teacher whether this is something which people do just with foreigners or whether they also do it for each other. Should you, as a foreigner, offer to take people where they want to go if they ask you for directions? If you ask someone where something is and they don't know, are they likely to give you wrong directions because they want to try and help you or will they just say that they don't know?

KUTAFUTA KITU NA KUOMBA MSAADA

Somo la Saba

Masimulizi ya Mgeni:

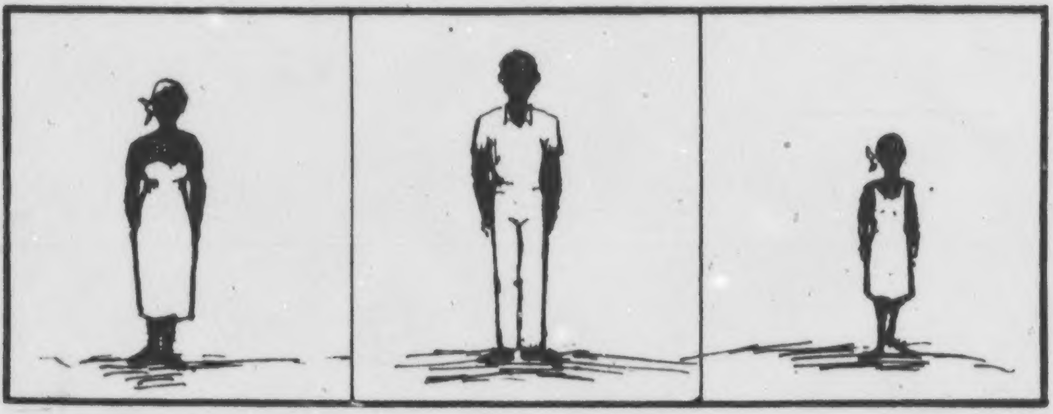
Leo asubuhi nilitaka kununua chakula dukani lakini sikuweza kwa sababu sijui namna ya kununua vitu hapa Tanzania. Je, utaweza kunisaidia?

Maneno Mapya na Miundo Mipya

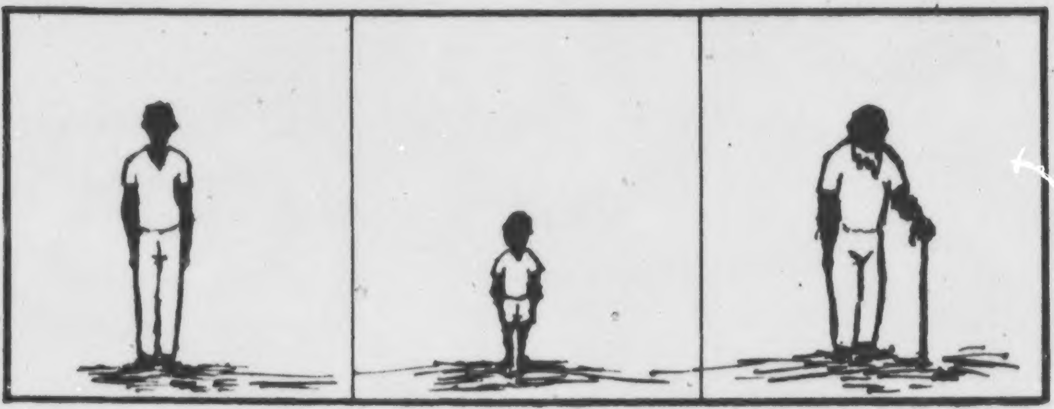
asubuhi -- morning
-nunua -- buy
chakula -- food
duka -- shop
-weza -- can, be able
sikuweza -- I could not
kwa -- for, by, with
sababu -- reason
kwa sababu -- because, for reason (of)
sijui -- I don't know
namna -- way, kind, type
vitu -- things

Shughuli Muhimu

Vocabulary: Look at the following pictures and learn how to refer to the different people pictured.



mwanamke (singular)	*mwanamume*	*msichana*
wanawake (plural)	*wanaume*	*wasichana*



mvulana	*mtoto*	*mzee*
wavulana	*watoto*	*wazee*

CONCENTRATION III: Put Swahili words on one set of papers and then sketch the things they refer to on the ones to match with the words. You needn't be an artist to do this; stick figures are fine.

Structure Practice: Pair up with another student and practice asking each other yes and no questions. The Swahili words for yes and no are *ndiyo* and *la*. Sample conversations follow:

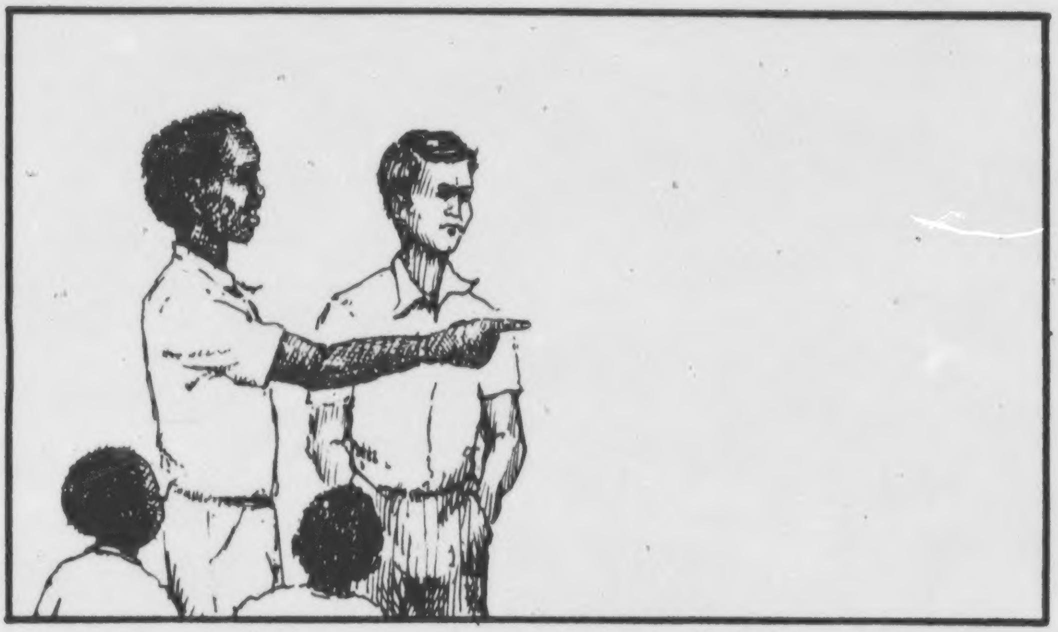
A: Je, unataka kwenda dukani?
B: La, sitaki kwenda.

A: Je, utakwenda nyumbani?
B: La, sitakwenda.

A: Je, ulinunua chakula?
B: Ndiyo, nilinunua chakula.

Shughuli Zaidi

Communication: Make up a short story about the people in the following picture. Have your teacher check your work.



Kukadiri Fahamu Zako

1. Translate the Swahili paragraph on page 33 without looking at the English translation provided.

2. Exchange stories (above) with another student and see if you can understand the new story. If not, ask your partner to explain it to you.

PREPARING TO GO TO THE SHOP

Lesson Eight

Conversation:

Tanzanian: My friend, do you need food?
Foreigner: Yes, I want to buy food.
Tanzanian: Have you changed money?
Foreigner: Yes, I went to the bank yesterday.
Tanzanian: And have you come with a bag?
Foreigner: A bag for what?
Tanzanian: To put food in. Here in Tanzania you don't get free bags to put food in at the store.
Foreigner: Oh! I didn't know. Thank you very much for telling me.

Questions About Language and Customs

The word *mgeni* is a very interesting word in Swahili because it translates into several different words in English: foreigner, guest, visitor, stranger. Basically, it is used to refer to anyone who isn't part of someone's home or member of a particular community. There is another word which you are likely to hear when people refer to you. This is the word *mzungu*. Ask your teacher what this word means, and how it is different from *mgeni*. For instance, is a *mgeni* always a *mzungu*? On the other hand, can a person be a *mzungu* but not necessarily be a *mgeni*?

KUJITAYARISHA KWENDA DUKANI

Somo la Nane

Mazungumzo:

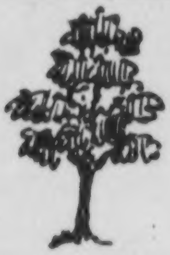
Mwenyeji: *Rafiki yangu, unahitaji chakula?*
Mgeni: *Ndiyo, ninataka kununua chakula.*
Mwenyeji: *Je, umevunja pesa?*
Mgeni: *Ndiyo, nilikwenda benki jana.*
Mwenyeji: *Na umekuja na mfuko?*
Mgeni: *Mfuko wa nini?*
Mwenyeji: *Kutilia chakula. Hapa Tanzania hupati mifuko ya bure ya kutilia chakula dukani.*
Mgeni: *Aaa! Sikujua. Asante sana kwa kuniambia.*

Maneno Mapya na Miundo Mipya

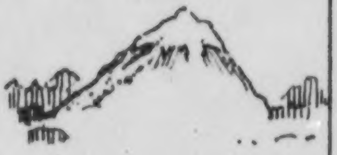
mwenyeji -- person who comes from a country
mgeni -- stranger, foreigner, visitor
-hitaji -- need, require
-vunja -- break
pesa -- money
-vunja pesa -- change money
umevunja pesa -- you have changed money
benki -- bank
umekuja -- you have come
mfuko -- bag
mifuko -- bags
-tilia -- put into
-pata -- get, find
bure -- free
Aaa! -- exclamation of surprise
-ambia -- tell

Shughuli Muhimu

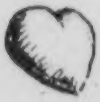
Vocabulary: Look at the following pictures and learn how to refer to the different things in singular and plural.



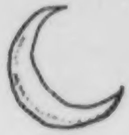
mti (singular)
miti (plural)



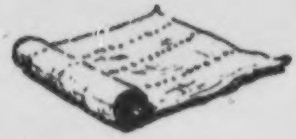
mlima
milima



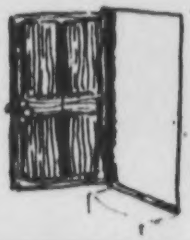
moyo
mioyo



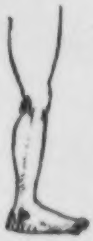
mwezi
miezi



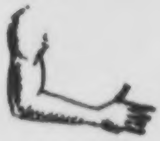
mkeka
mikeka



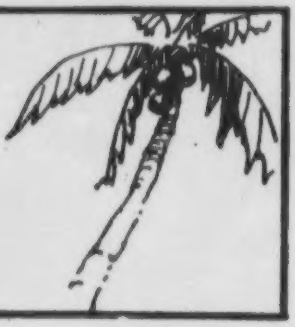
mlango
milango



mguu
miguu



mkono
mikono



mnazi
minazi

Vocabulary and Pronunciation:

MEMORY TRAIN: To practice new vocabulary, the following game is useful: First you choose an initial sentence frame, for example *ninaona* (I see). The first student says the sentence frame and then completes it appropriately, for example *ninaona mnazi* (I see a coconut palm.) The next student must say everything the preceding student said, and then add to it, so for example the second student might say *ninaona mnazi na mlango* (I see a coconut palm and a door). Each time you add a word, you must first repeat everything that was said before you; if you can't remember, perhaps someone else will be able to help you. When the sentence gets too long to remember, start another.

Shughuli Zaidi

Structure: Play a game of CONCENTRATION using negative and affirmative verb constructions instead of translations or pictures.

CONCENTRATION IV: In this version, sentences which are transformations of one another are matched. So for example here you would write one set of papers with affirmative verb constructions, e.g. *ninataka*, and another set with negative constructions, e.g. *sitaki* and then try to match them correctly as you do with translated items for the basic CONCENTRATION game (Lesson 1). To add an additional dimension, say the transformation of the verb on every paper you turn up. So, for example, if you turn up *sitaki* you would say *ninataka*, and if you turn up *ninataka* you would say *sitaki*.

Kukadiri Fahamu Zako

Can you translate the following conversation into Swahili?

A: Hello. How are you?
B: Fine. Do you want me to help you?
A: Yes. I want to buy food but I don't know a food shop.
B: Really? I know a food shop. We will go together.
A: Thank you for helping me.

SPECIAL LESSON THREE

NUMBERS (1-10)

Shughuli Muhimu

Vocabulary: After your teacher has gone over the numbers with you, try a game of BINGO. Put numbers (1, 2, 3, 4, etc.) on the cards in different configurations, and then have someone say different numbers in Swahili while the players cover the appropriate figure on the bingo cards. Play the game as described in Lesson 4.

In the space below write down numbers which are important to you and practice saying them in Swahili. Use your social security number, telephone numbers, zip codes, etc.

SOMO MAALUM LA TATU

HESABU (1-10)

0
SIFURI

1
MOJA

2
MBILI

3
TATU

4
NNE

5
TANO

6
SITA

7
SABA

8
NANE

9
TISA

10
KUMI

TALKING ABOUT THINGS

Lesson Nine

The Conversation Continues:

Tanzanian: Are you ready to go to the shop?
Foreigner: No, not yet. I'm looking for my bag...
Okay, I'm ready now. Will my bag be adequate?
Tanzanian: I think it will be adequate. Your bag is very beautiful. Where did you buy it?
Foreigner: I bought it at the market.
Tanzanian: Where in the market? I want to buy one too.

Questions About Language and Customs

For some Americans, it is considered impolite to ask about something which someone else has bought -- for instance, where did they get it and how much was it? In East Africa, on the other hand, people frequently ask where something was purchased and how much it cost. For this reason, you might want to think about your own customs and then talk about Tanzanian customs with your teacher, or another Tanzanian. In particular:

> Is it polite to admire something which belongs to someone else?
>
> Is it polite to ask about something which someone else has bought? Is it polite to ask how much it cost, or where it was purchased? Are you expected to ask about it; that is, will they think you are rude if you don't express an interest?
>
> If you buy something are you expected to show it to your friends; that is, will they think it strange or rude if they know you went shopping and are not showing them what you brought back?
>
> If someone expresses an interest in getting something which you have bought should you offer to get it for them? Will they expect you to pay for it?

KUZUNGUMZA JUU YA VITU

Somo la Tisa

Mazungumzo Yanaendelea:

Mwenyeji: *Je, u tayari kwenda dukani?*
Mgeni: *La, bado. Ninautafuta mfuko wangu...Haya ni tayari sasa. Je, mfuko wangu utatosha?*
Mwenyeji: *Ninafikiri utatosha. Mfuko wako mzuri sana! Uliununua wapi?*
Mgeni: *Niliununua sokoni.*
Mwenyeji: *Sokoni wapi? Mimi ninataka kununua mmoja pia.*

Maneno Mapya na Miundo Mipya

tayari -- ready
bado -- still, not yet
ninautafuta -- I am looking for it *(mfuko)*
haya -- expression of agreement, like English 'okay'
sasa -- now
utatosha -- it *(mfuko)* will be adequate
-fikiri -- think
-zuri -- good, beautiful, fine, handsome
mzuri -- good, describing *mfuko*
uliununua -- you bought it *(mfuko)*
niliununua -- I bought it *(mfuko)*
soko -- market
-moja -- one
mmoja -- one, describing *mfuko*

Shughuli Muhimu

Vocabulary, Pronunciation and Comprehension Review: A session of HUMAN COMPUTER with nothing written on the board should help you assess whether you have learned all the vocabulary.

Follow this procedure:

HUMAN COMPUTER III: Decide as a class whether you will work on verb constructions or individual words. You should not mix the two at first. When you yourself are not practicing a particular word with the computer LISTEN to the speaker and see if you understand, i.e. know the meaning of the word he or she is practicing. If not, jot it down as something you must review.

Structure Practice: Make up a descriptive paragraph using the following vocabulary:

duka
-nunua
rafiki
mama
-ambia

mwenye duka
mtoto
rahisi
chakula
-pata

mkeka
mlango
-kaa
-toka
mfuko

Communication: Get together with one or two other students and make up a Mini-Drama together. Use the procedure described in Lesson 6.

Shughuli Zaidi

Comprehension:

CARD PICK-UP: Write Swahili sentences on individual cards and then lay them out where everyone can see them. All students should take a minute to read each sentence before the game begins. When the game begins, the teacher, or one student, will say one of the sentences aloud. The first student who picks up the card with that sentence gets to keep it. Then another sentence is said. The student with the most cards at the end of the game is the 'winner'.

Comprehension: Can you understand the following paragraph?

Jana nilikwenda dukani kununua mikate. Baada ya kununua niliitia mfukoni na nikaenda nyumbani. Mama yangu akapika mayai na tukaila mikate na mayai.

New Words:

mkate(mi-) -- bread(s)
mayai -- eggs
-tia -- put, place

Kukadiri Fahamu Zako

Finish the following conversation:

Mazungumzo: *Rafiki yangu, nitakwenda sasa.*
Utakwenda wapi?
Nitakwenda shuleni.
Nitakuona tena lini?
....

SPECIAL LESSON FOUR

MEASURES

Shughuli Muhimu

Discuss with your teacher different measures for buying things. Since you will probably be interested in buying a number of different kinds of food, it is impossible to anticipate the things which you might want to know about. The material in this lesson is just a beginning.

The basic units of measure in Tanzania are metric. So, for example, the basic unit of weight is the kilogram (2.2 pounds) rather than the pound. You can get various fractions thereof but, as you saw in the preceding lesson, you usually do not choose what you want then pay for it by weight. Rather, you request a certain weight and then the seller will weigh it out for you.

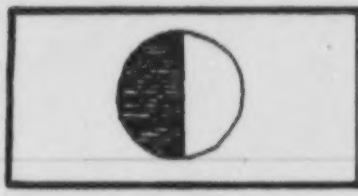
Milk is not sold in quarts; it is sold by the pint. Also, you will find that you cannot get all the variety of milk products we have in America so you may want to learn how to make your own yogurt and cottage cheese!

Often in the markets you will find that things are not even sold by weight, but rather by some predetermined (by the seller) unit of sale. Usually the product is laid out, in little piles; it is one of these little piles that you buy -- or half of one. They are usually called *fungu* (plural: *mafungu*) or *kifungu* (plural: *vifungu*).

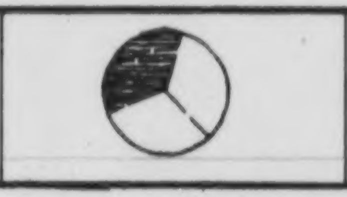
Another thing which will probably surprise you, but which warms the heart of the ecologist is the fact that they do not have bags in most shops and markets. If you don't bring anything to carry your purchases in you will find that they are presented to you wrapped in old newspaper. Often newspapers are twisted into cones for this purpose; the resulting container is really quite sturdy.

SOMO MAALUM LA NNE

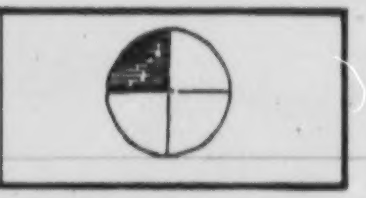
VIPIMO



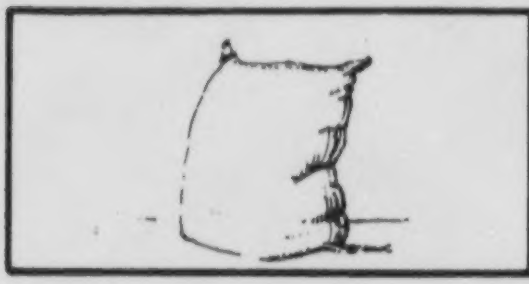
NUSU



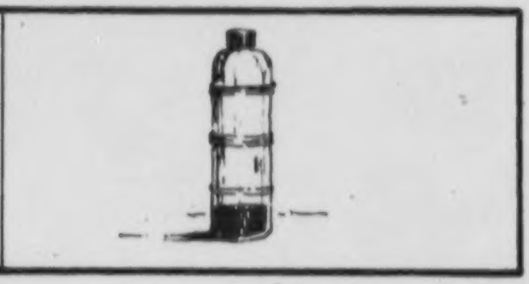
THELUTHI



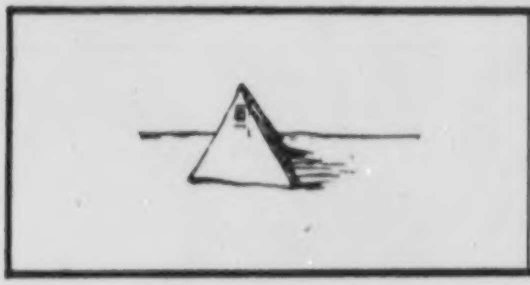
ROBO



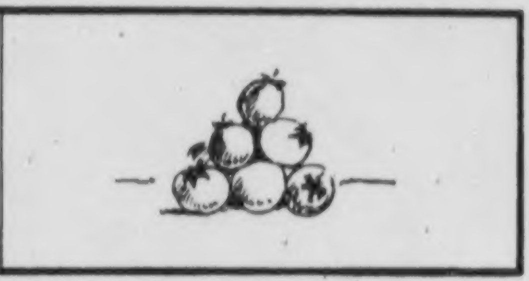
GUNIA LA MCHELE



CHUPA YA MAFUTA



PAKETI YA MAZIWA



FUNGU LA NYANYA

BUYING FOOD AT THE SHOP

Lesson Ten

Conversation:

Tanzanian and Foreigner: (How's) news *ndugu?*
Shopkeeper: Fine. How are you all?
Both: We're fine.
Shopkeeper: What would you like?
Tanzanian: We want potatoes. How much?
Shopkeeper: A shilling a kilo.
Tanzanian: Please get me half a kilo.
Foreigner: And I want one potato.
Shopkeeper: One! You can't buy one potato only. I will give you a quarter of a kilo.

Questions About Language and Customs

In America, the phrase 'I want...' is not used as frequently as 'I would like...' or 'Could I have...'. In Swahili, on the other hand, it is quite common to hear *ninataka...* ('I want...'). Discuss with your teacher, or another Tanzanian, whether this is indeed considered to be polite and whether or not there are other, perhaps more polite ways to ask for things in shops or restaurants.

KUNUNUA CHAKULA DUKANI

Somo la Kumi

Mazungumzo:

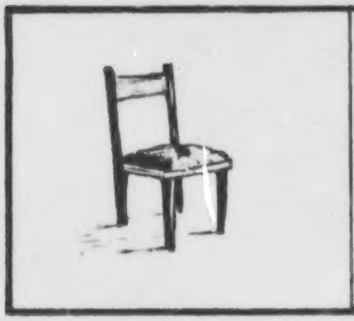
Mtanzania na Mgeni: *Habari ndugu?*
Mwenye Duka: *Nzuri. Hamjambo?*
Wote Wawili: *Hatujambo.*
Mwenye Duka: *Mtapenda nini?*
Mtanzania: *Tunataka viazi. Kiasi gani?*
Mwenye Duka: *Kilo, shilingi moja.*
Mtanzania: *Tafadhali nipatie nusu kilo.*
Mgeni: *Na mimi ninataka kiazi kimoja kikubwa.*
Mwenye Duka: *Kimoja! Huwezi kununua kizai kimoja tu. Nitakupa robo kilo.*

Maneno Mapya na Miundo Mipya

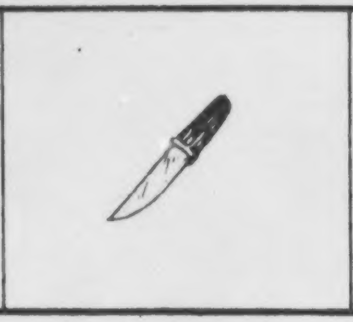
Mtanzania(wa-) -- Tanzanian(s)
hamjambo -- not + you all + problem
hatujambo -- not + we + problem
-ote -- all
wote -- all, describing people
-wili -- two
-penda -- like, love
kiazi -- potato
viazi -- potatoes
kiasi -- amount
kilo -- kilogram(s)
shilingi -- shilling(s)
moja -- one, describing *shilingi*
tafadhali -- please
nipatie -- get for me
nusu -- half
kimoja -- one, describing *kiazi*
-kubwa -- big
kikubwa -- big, describing *kiazi*
-weza -- be able
robo -- quarter

Shughuli Muhimu

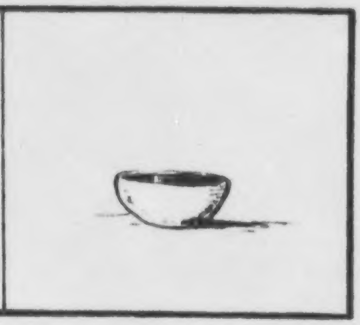
Vocabulary: Look at the following pictures and learn how to refer to the different things in singular and plural.



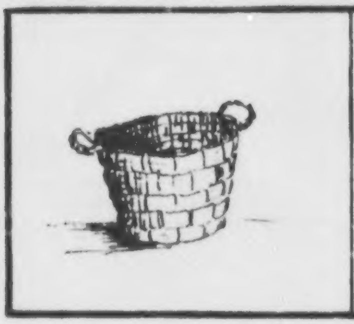
kita (singular)
viti (plural)



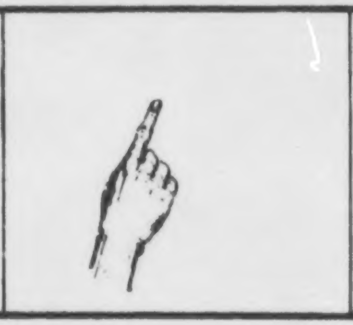
kisu
visu



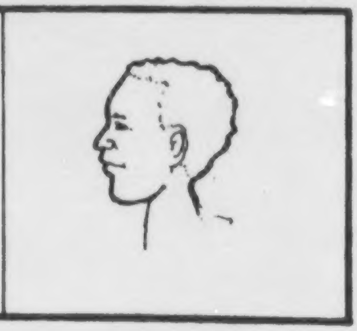
chungu
vyungu



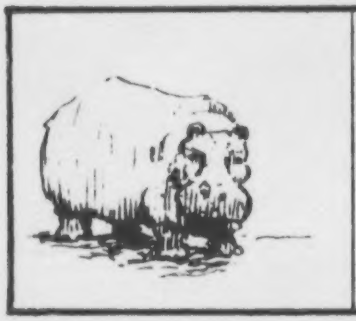
kikapu
vikapu



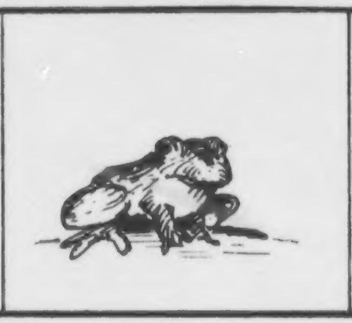
kidole
vidole



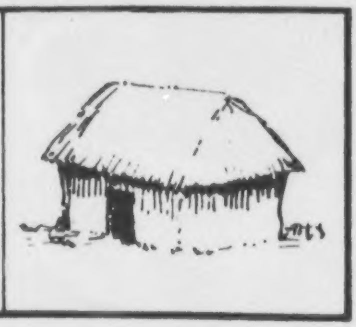
kichwa
vichwa



kiboko
viboko



chura
vyura



kibanda
vibanda

Try another round of memory train with these new words.

Structure: Fill in the blanks below:

kisu ___moja

mfuko ___moja

visu ___nne

mifuko ___wili

mtoto ___moja

watoto ___tano

minazi ___tatu

wasichana ___nne

milima ___tatu

miti ___tano

vibanda ___nne

mikono ___wili

Communication: Pair up with another student and make up a mini-conversation where you go to a shop and ask for several things, in different numbers. See how many nouns and numbers (from 1-5) you can use in the conversation. Follow the same procedure as was described for the mini-conversation in Lesson 4.

Kukadiri Fahamu Zako

1. Go back to Lesson 8 and translate the whole conversation beginning in that lesson and continuing through this lesson.

2. Now take your translation of the conversation in these three lessons and translate it back into Swahili. Have your teacher check your work; although you may end up with a Swahili conversation which differes slightly from what is in the book, it may mean that you have come up with different ways of saying the same thing.

SPECIAL LESSON FIVE

MONEY

Shughuli Muhimu

Vocabulary: The basic money unit in Tanzania is the shilling. There are approximately 8.25 shillings in one American dollar. The best way to practice using foreign money is to make up some toy money and practice spending it. Pair up with another student and practice being the shopkeeper and the customer in a shop. You should not have any trouble making up appropriate 'shop' conversations now, just try to do a number of different combinations of money. So your money is of the appropriate currency, i.e. paper and coin, the following is a list of the different Tanzanian currencies:

Paper

100 shilling note
20 shilling note
10 shilling note

Coin

5 shilling coin
1 shilling coin
50 cent coin
20 cent coin
5 cent coin

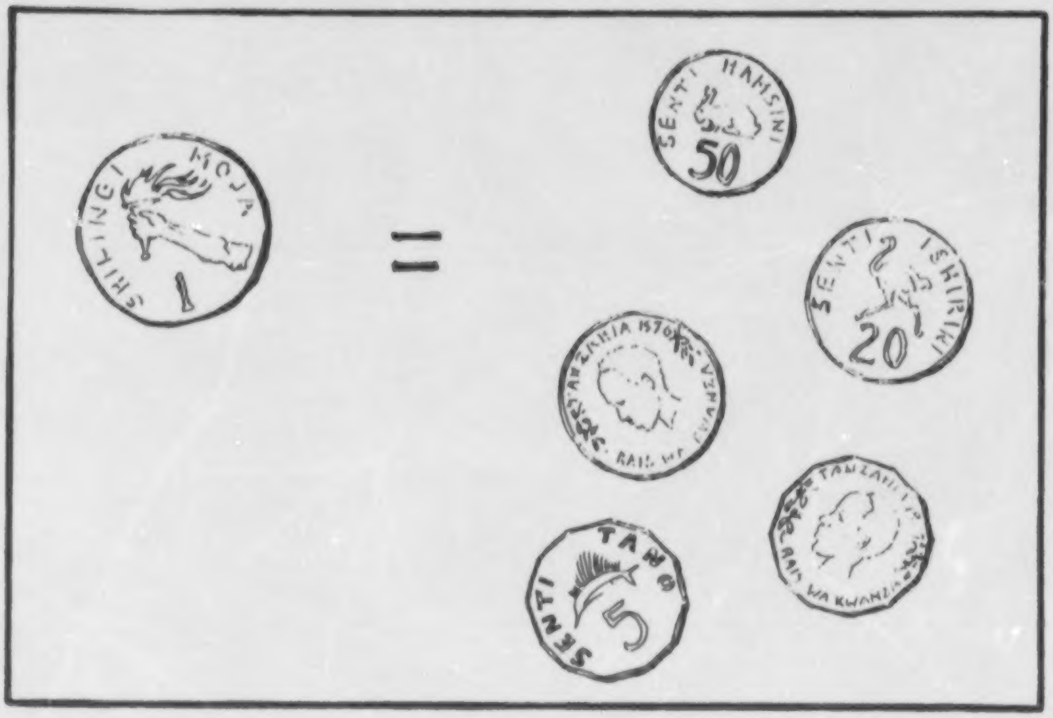
SOMO MAALUM LA TANO

PESA

---

shilingi moja

senti mia


SHILINGI MOJA
1
=
SENTI HAMSINI
50
SENTI ISHIRINI
20
TANZANIA 1970
RAIS WA KWANZA
SENTI TANO
5
TANZANIA
RAIS WA KWANZA

BARGAINING

Lesson Eleven

The Conversation Continues:

Tanzanian: How much are onions?
Shopkeeper: Four shillings a kilo.
Tanzanian: How come it's expensive? Please reduce the price a little.
Shopkeeper: How much will you pay?
Tanzanian: I'll give you three shillings a kilo.
Shopkeeper: Three shillings is too little brother. The final price is three shillings and fifty-five cents.
Tanzanian: Okay. (Please) get me one kilo.

Questions About Language and Customs

In many places in Tanzania, the prices of things are not set. Not only is it possible to bargain for the price of what you want to buy but, more importantly, bargaining is often expected. There are, however, some situations where bargaining is not appropriate; this is something which you might want to talk over with your teacher or another Tanzanian:

Is it appropriate to bargain in an open market?

Is it appropriate to bargain in a small shop?

Is it appropriate to bargain over food? Over things like soap, radio batteries, cigarettes, etc.?

Is it more appropriate to bargain when you are buying several things than when you are buying only one item?

What kinds of things are you expected to bargain for?

What kinds of things are you not expected to bargain for?

Is bargaining more frequent in small villages or big towns?

KUTARADHIA BEI

Somo la Kumi na Moja

Mazungumzo Yanaendelea:

Mtanzania: *Vitunguu kiasi gani?*
Mwenye Duka: *Kilo shilingi nne.*
Mtanzania: *Mbona ghali? Tafadhali punguza bei kidogo.*
Mwenye Duka: *Utatoa ngapi?*
Mtanzania: *Nitakupa shilingi tatu kwa kilo.*
Mwenye Duka: *Shilingi tatu ni kidogo ndugu. Bei ya mwisho ni shilingi tatu na senti hamsini na tano.*
Mgeni: *Haya nipatie kilo moja.*

Maneno Mapya na Miundo Mipya

kitunguu(vi-) -- onion(s)
-nne -- four
nne -- four, describing *shilingi*
ghali -- expensive
-punguza -- reduce
punguza! -- reduce!
-toa -- put out
-tatu -- three
tatu -- three, describing *shilingi*
mwisho -- end
senti -- cent(s)
hamsini -- fifty
-tano -- five
tano -- five, describing *senti*

Shughuli Muhimu

Vocabulary: Learn the following multiples of ten. A game of CONCENTRATION will probably be helpful.

20: *ishirini*
30: *thelathini*
40: *arobaini*
50: *hamsini*
60: *sitini*
70: *sabini*
80: *themanini*
90: *tisini*
100: *mia*

Structure: Numbers above ten are formed by saying the number of tens, plus the number of units. The two are joined by *na* (and).

Examples: 15: *kumi na tano* (ten and five)
22: *ishirini na mbili* (twenty and two)
38: *thelathini na nane* (thirty and eight)

Give the Swahili for the following:

24
37
49
50
69
77
88
91

29
32
47
57
66
72
82
99

25
36
41
59
68
75
83
93

Structure: What do you notice about the Swahili for 66, 77, and 99? In Swahili, all the numbers for tens are from Arabic, as are the numbers for 6, 7 and 9. Arabic numbers referring to tens are derived from numbers for counting units.

The numbers for 1-5, and number 8 are not from Arabic, and this is important to remember because they are used differently from the numbers borrowed from Arabic. As we saw in Lesson 10, the numbers 1-5 occur with the same prefixes as the nouns they modify, e.g. *kisu kimoja*.

This is also true for the number 8, e.g. *visu vinane*, BUT IT IS NOT THE CASE WITH ALL OTHER NUMBERS. Only numbers 1, 2, 3, 4, 5, and 8 occur with prefixes. Count the following things, using the numbers indicated:

kisu (8)
mfuko (3)
kikapu (7)
mlima (4)
mti (9)
mtoto (5)
msichana (6)
kiti (7)
mti (10)

Shughuli Zaidi

Comprehension: Can you understand the following paragraph?

Kesho nitakwenda dukani kununua vitu. Marafiki zangu Marekani watapenda zawadi kutoka Afrika. Nitanunua vikapu vitatu, viti vidogo viwili, visu virefu vinane, mikeka miwili, mifuko sita, na vyungu vidogo vyekundu saba. Sana ninapenda vitu vya kiafrika. Ninajua marafiki zangu watafurahi sana na zawadi.

New Words: *-ingi* -- many
kitu(vi-) -- thing(s)
-dogo -- small
-ekundu -- red
-penda -- like, love
-refu -- long

Kukadiri Fahamu Zako

Can you translate and then complete the following:

Yesterday I went to the store and bought two kilos of potatoes and five loaves of bread. I took them to my mother's house. After I went to her house, I went to see my friend at his house. He asked me "Why didn't you get me bread too?" I told him...

(Hint: *-peleka* -- take; *-uliza* -- ask)

EXPLAINING ABOUT WHAT HAS HAPPENED: BUYING FOOD AT THE SHOP

Lesson 12

Description:

Yesterday a Tanzanian and his/her visitor went to a shop together. The foreigner tried to buy food for himself/herself but made a slight mistake. He/She wanted to buy one potato but the shopkeeper refused. (And) he told him/her: "You can't buy just one potato. Perhaps you could/should/would buy a quarter of a kilo."

Questions About Language and Customs

Discuss the following proverbs with your teacher, or another Tanzanian:

Sumu ya neno ni neno. (The poison of a word is a word)

Kawia ufike. (Delay so you arrive)

Njia ya mwongo fupi. (The way/road of a liar is short)

KUELEZA HABARI ZILIZOTOKEA:
KUNUNUA CHAKULA DUKANI

Somo la Kumi na Mbili

Habari:

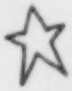
Jana Mtanzania na mgeni wake walikwenda dukani pamoja. Mgeni alijaribu kununua chakula mwenyewe lakini alifanya makosa kidogo. Alitaka kununua kiazi kimoja lakini mwenye duka alikataa. Akamwambia: "Huwezi kununua kiazi kimoja tu. Labda ununue robo kilo."

Maneno Mapya na Miundo Mipya

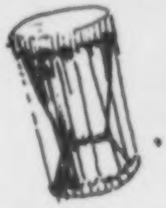
pamoja	together
yule	that, referring to a person
-jaribu	try
-agiza	order
-enyewe	-self
mwenyewe	himself/herself
-kosea	be mistaken
-kataa	refuse
labda	maybe, perhaps

Shughuli Muhimu

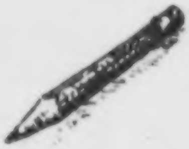
Vocabulary: Learn the following new words and what they mean by looking at the pictures which accompany them:



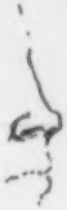
nyota



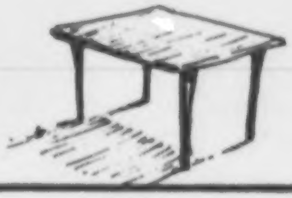
ngoma



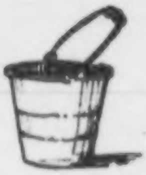
kalamu



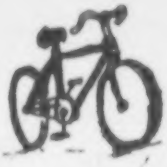
pua



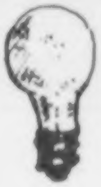
meza



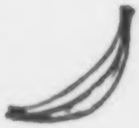
ndoo



baiskeli



taa



ndizi

Structure: The nouns on the facing page do not change from singular to plural. They also do not cause numbers to change. (Recall that some numbers occurred with the same prefixes as those found on the nouns to which they refer, e.g. *kisu kimoja*). The nouns on the facing page require only one change with accompanying numbers: *mbili* is used instead of *wili*.

Examples: *nyumba tatu*
ndizi nne
taa nane
ngoma tisa
ndoo mbili

Count the following things, using the number indicated:

pua (1)
taa (10)
mlima (4)
mti (3)
kikapu (5)
kiti (7)
nyumba (9)
ndoo (2)
njia (5)
meza (2)

Shughuli Zaidi

Vocabulary: Play a game of memory train, using nouns from all the lessons in this unit.

Communication: GO OUT AND BUY SOMETHING AND PAY FOR IT. Be sure to ask for the correct amount and to discuss the cost with the shopkeeper.

Kukadiri Fahamu Zako

Go over the introduction to this unit and see if you feel confident in each area.

KUZUNGUMZA JUU YA MAMBO YA KAWAIDA

TALKING ABOUT EVERYDAY AFFAIRS

Fungu la Tatu

Unit Three

This unit has a dual purpose: conversational and structural. For the purpose of conversation it will give you vocabulary for talking about different things you encounter everyday, for asking and understanding directions, and for ordering food in restaurants. It is also designed to introduce you to certain linguistic constructions which differ considerably from English. Specifically, you will learn how to point out different things and describe where they are located. Thus, if you complete the lessons in this unit, you should be able to:

--Describe things..............................(Lesson 13)

--Talk about living things.....................(Lesson 14)

--Describe where things are located...........(Lesson 15)

--Ask and understand directions...............(Lesson 16)

--Order food in a restaurant..................(Lesson 17)

--Point out different things..................(Lesson 18)

DESCRIBING THE WAY THINGS ARE (AND ARE NOT)

Lesson Thirteen

Description, Questions and Answers:

Meat is food which is good for the body but (it) is not sweet. Also vegetables are good but not sweet. A pineapple is sweet but (it) is a fruit, not a vegetable. Only fruits are sweet.

Is coffee sweet? -- No, it's bitter.

Are fruits bitter? -- No, they're not bitter, they're sweet.

Is bread good? -- Yes, it's good, but hard.

Is meat tough? -- Yes, it's tough.

Is water bad for the body? -- No, it's good.

Questions About Language and Customs

Another East African custom is telling riddles to children in the evenings. Older women had an inexhaustible supply of riddles which they told, along with folktales and superstitions (which will be introduced later). Often, in order to test the children's memories, the older women allowed them to ask each other riddles, while they acted as judges. The riddles which we have collected for the lessons in this volume come from two sources: Swahili Sayings, by S. S. Farsi (1958) and Vitendawili (Riddles) by E.K. Meena, G.V. Mmari and H.H. Sangiwa (1960), a collection of riddles from different Tanzanian tribes. See if you can figure out the two riddles below; both answers are vocabulary items in this lesson. Ask your teacher whether he or she was told riddles as a child, and under what circumstances.

1. *Mlimani sipandi.* New Word: *-panda* -- climb
2. *Kuku wangu amezalia miibani.* *kuku* -- chicken
   -zalia -- give birth in
   miiba -- thorns

KUELEZA VITU VILIVYO (NA VISIVYO)

Somo la Kumi na Tatu

Habari, Maswali na Majibu:

Nyama ni chakula kizuri kwa mwili lakini si tamu. Pia mboga ni nzuri lakini si tamu. Nanasi ni tamu lakini ni tunda, si mboga. Matunda peke yake ni matamu.

Je, kahawa ni tamu? -- La, ni chungu.

Je, matunda ni machungu? -- La, si machungu, ni matamu.

Je, mkate ni mzuri? -- Ndiyo ni mzuri, lakini mgumu.

Je, nyama ni ngumu? -- Ndiyo, ni ngumu.

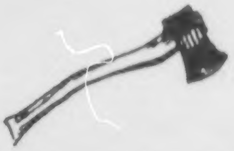
Je, maji ni mabaya kwa mwili? -- La, ni mazuri.

Maneno Mapya na Miundo Mipya

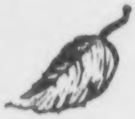
nyama -- meat
mwili(mi-) -- body(ies)
si -- is not
-tamu -- sweet, fresh
mboga -- vegetable(s)
nanasi(ma-) -- pineapple(s)
tunda -- fruit (one)
matunda -- fruits
peke -- alone
peke yake -- on its/her/his own
kahawa -- coffee
-chungu -- bitter
-gumu -- hard, tough
maji -- water
-baya -- bad

Shughuli Muhimu

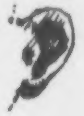
Vocabulary: Learn the following vocabulary items. Notice that this is a new group of nouns with new prefixes.



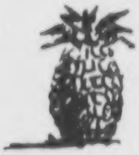
shoka (singular)
mashoka (plural)



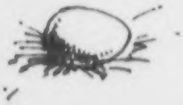
jani
majani



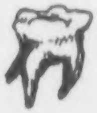
sikio
masikio



nanasi
mananasi



yai
mayai



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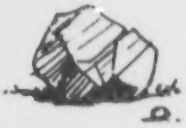

jiwe
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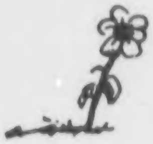

ua
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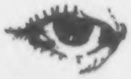


jicho
macho

Structure: Fill in the blanks with the appropriate prefix:

maji __*tamu (ki-, ma-)*

kahawa __*tamu (ki,* none*)*

mkate __*gumu (ma-, m-)*

nyumba __*zuri (m-, n-)*

mwili __*refu (m-, vi-)*

kitatu __*zuri (ki-, mi-)*

miti __*refu* (tall) *(mi-, m-)*

kikapu __*kubwa* (big) *(ki-, n-)*

mboga __*zuri (m-, n-)*

kiti __*bovu* (rotten) *(vi-, ki-)*

Communication: Pair up with another student and practice asking one another questions about what different things are like, e.g. *Je, maji matamu? - Ndiyo, ni matamu.*

Shughuli Zaidi

Communication: Make up a paragraph using as many of the following words as you can and then pair up with another student and practice saying your paragraph aloud to one another.

shamba (ma-) -- farm, plot(s)
-lima -- farm, how
mpaipai(mi-) -- payapya tree(s)
-kua -- grow
mbegu -- seed(s)
mmea(mi-) -- crop, plant(s)
mbuni(mi-) -- coffee tree(s)
mkulima(wa-) -- farmer(s)
ardhi -- earth, dirt
jembe -- native hoe(s)

Structure: Select an appropriate noun from the list to go with the following adjectives:

__________*mabaya*
__________*mazuri*
__________*vikubwa*
__________*mdogo*
__________*mzuri*
__________*nzuri*
__________*kibaya*
__________*mifupi* (short)

nyumba
vyumba (rooms)
macho
miti
kitabu
maji
mfuko
mtoto

TALKING ABOUT PEOPLE

Lesson 14

Description:

In East Africa, there are many people. Many people are native people, that is Tanzanians, Kenyans, and Ugandans. Others are foreigners, like Arabs, Americans and French people. Some people work; they are called 'workers'. Others teach; they are called 'teachers'. And others study; they are called 'students'.

Questions About Language and Customs

See if you can figure out the following riddles on your own; if not, ask your teacher. Hint: they refer to insects. (The answer in Swahili is given in parentheses following the riddle).

1. *Mhuni wa ulimwengu.* *(Inzi)*

New words: *mhuni* -- vagabond, someone without roots
ulimwengu -- world

2. *Niliona mkufu njiani lakini sikuweza kuunyanyua.* *(Siafu*

New words: *mkufu* -- chain
-nyanyua -- pick up

3. *Kafa huku ananing'inia.* *(Buibui)*

New words: *kafa* -- he/she has died
-ning'inia -- be hanging or suspended

KUZUNGUMZA HABARI ZA WATU

Somo la Kumi na Nne

Habari:

Katika Afrika ya Mashariki, kuna watu wengi. Watu wengi ni wenyeji, yaani Watanzania, Wakenya, na Waganda. Wengine ni wageni kama Waarabu, Wamarekani na Wafaransa. Watu wengine wanafanya kazi; wanaitwa 'wafanya kazi'. Wengine wanafundisha; wanaitwa 'walimu'. Na wengine wanasoma; wao wanaitwa 'wanafunzi'.

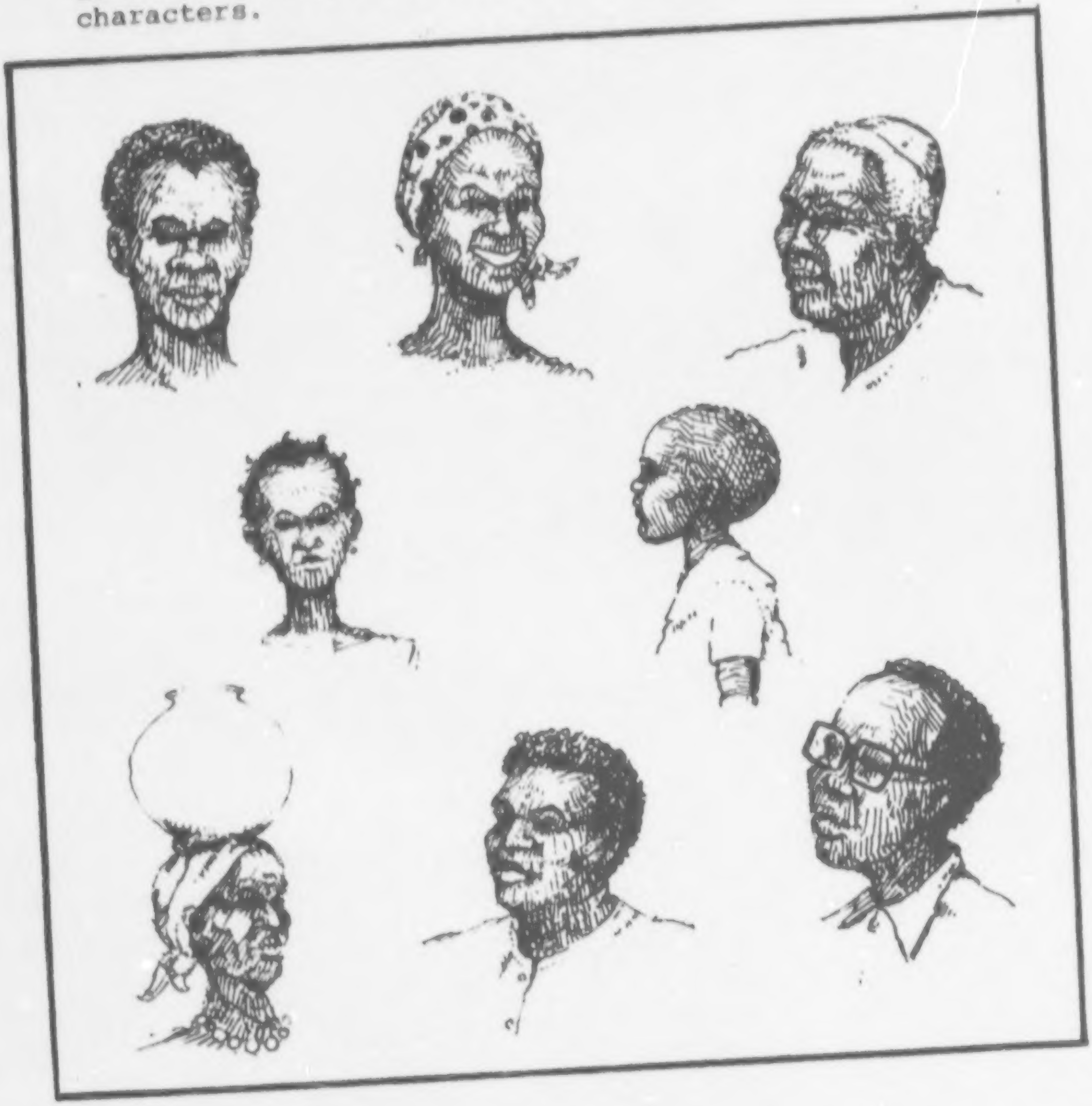
Maneno Mapya na Miundo Mipya:

katika -- in, at, to, from, by, toward
Afrika -- Africa
mashariki -- east
Afrika ya mashariki -- East Africa
-na -- be with, have
kuna -- there is/are
-ingi -- many
-ingine -- other/another
wengine -- other (people)
Mtanzania -- Tanzanian person(s)
Mkenya -- Kenyan person(s)
Mganda -- Ugandan person(s)
Mwarabu(wa-) -- Arab(s)
Mmarekani(wa-) -- American(s)
Mfaransa(wa-) -- French person(s)
mfanya(wa-) kazi -- worker(s)
-fundisha -- teach
mwalimu(wa-) -- teacher(s)
-itwa -- be called
mwanafunzi(wa-) -- student(s)

Shughuli Muhimu

Communication:

CHARACTERS IN SEARCH OF AN AUTHOR: Choose one of the following people to be your character. Then make up a little bit about him or her, i.e. name, age, employment, education, home location, family, e.g. how many brothers and sisters, favorite pastime, future plans, etc. You will probably want to write all this information out; ask your teacher for any words you may need. Then, as a class, take turns telling one another about your characters.



Structure and Vocabulary: See how many correct (and meaningful) verb constructions you can make using the verb pieces given in the following SWITCHBOARD; notice the new verb roots:

ha-	*ni-*	*-ku-*	*-ku-*	*-penda* (like, love)
h-	*u-*	*-li-*	*-ni-*	*-peleka* (take)
	m-	*-ta-*	*-m-*	*-chukua* (carry)
si-	*tu-*	*-me-*	*-wa-*	*-amkia* (greet)
	wa-	*-na-*	*-tu-*	*-aga* (say farewell to)
	a-			

Shughuli Zaidi

Meaning: Notice how some adjectives in Swahili have more than one "meaning", i.e. they translate in different ways in English, depending upon what is being described:

-refu -- tall, long, deep
-fupi -- short, shallow
-tamu -- sweet, fresh
-gumu -- hard, tough, difficult

Make up sentences using each adjective with each of its different meanings; ask your teacher for any words which you may need to do this.

Communication: Pair up with another student and make up a conversation which takes place between your two characters (see preceding page). Try to do it without writing anything out but, if you have trouble, go ahead and write it out and ask your teacher to check your work. Practice your conversation until you can both remember your parts. Then present it to the rest of the class.

Comprehension: Read the following paragraph.

> *Juzi twiga alikwenda kumwona simba nyumbani kwake. Baada ya kuzungumza kidogo, simba alimwuliza: "Je, una njaa?" Twiga akamjibu: "Ndiyo, tutakula nini?" Simba akamjibu "Sijui. Unataka nini? Mimi nitakula wewe" ... na akamla.*

New words: *-la* -- eat
-uliza -- ask
-jibu -- reply
njaa -- hunger

SPECIAL LESSON SIX

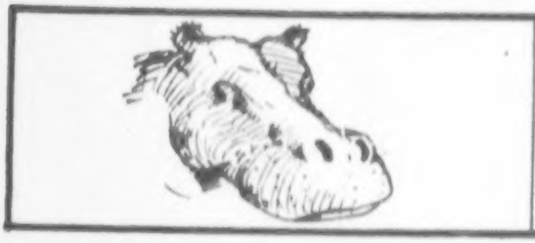
ANIMALS

Shughuli Muhimu

Communication: Pair up with another student and make up a story in which all the characters are animals. Have your teacher check your story and then practice reading it out loud to one another. Then present your story to the rest of the class.

SOMO MAALUM LA SITA

WANYAMA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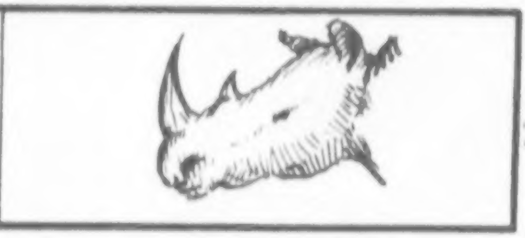
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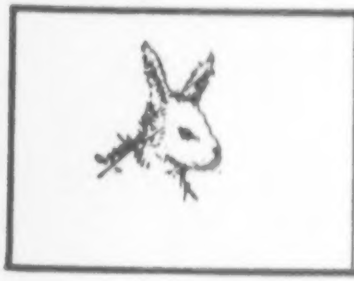
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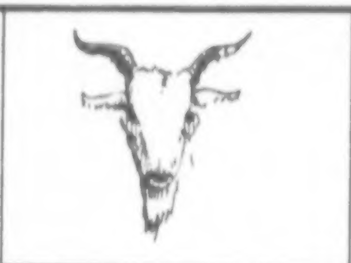
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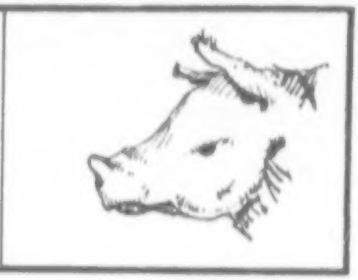
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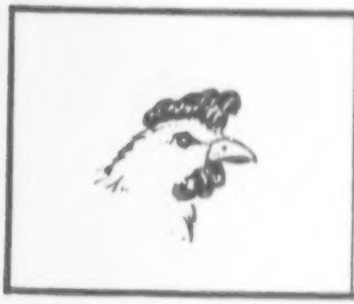
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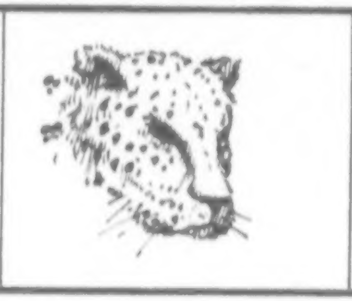
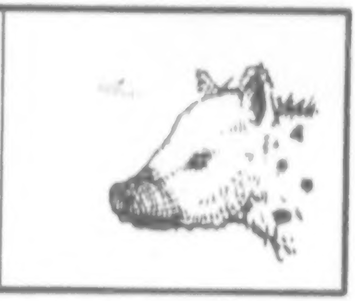

CHUI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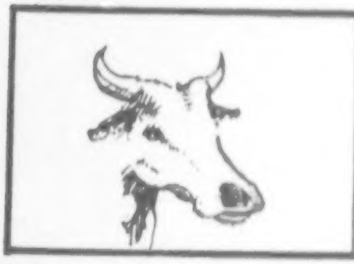
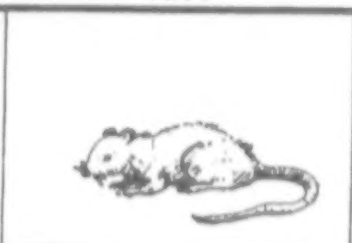

NG'OMBE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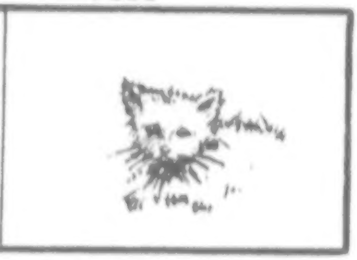

PAKA

DESCRIBING WHERE THINGS ARE LOCATED

Lesson Fifteen

Description and Map:

In Africa there are different (kinds of) work. Look at this map to see who works where:

The embassy is here.
The ambassador of the country is inside.

A restaurant is here.
Cooks and waiters are inside.

The post office is here.
Post office workers are inside.

A food shop is here.
The shop keeper is inside.

Maneno Mapya na Miundo Mipya

tofauti -- different
-angalia -- look at
ramani -- map(s)
hii -- this, referring to *ramani*
ubalozi -- embassy
balozi(ma-) -- ambassador(s)
mkahawa(mi-) -- restaurant(s)
mpishi(wa-) -- cook(s)
mtumishi(wa-) -- servant(s) waiter(s)
posta -- post office
mfanya kazi wa posta -- post office workers

-ko -- be (located) there, general location
-po -- be (located) here, specific location
-mo -- be (located) inside

hapa -- here, specific location

KUELEZA VITU VILIKO

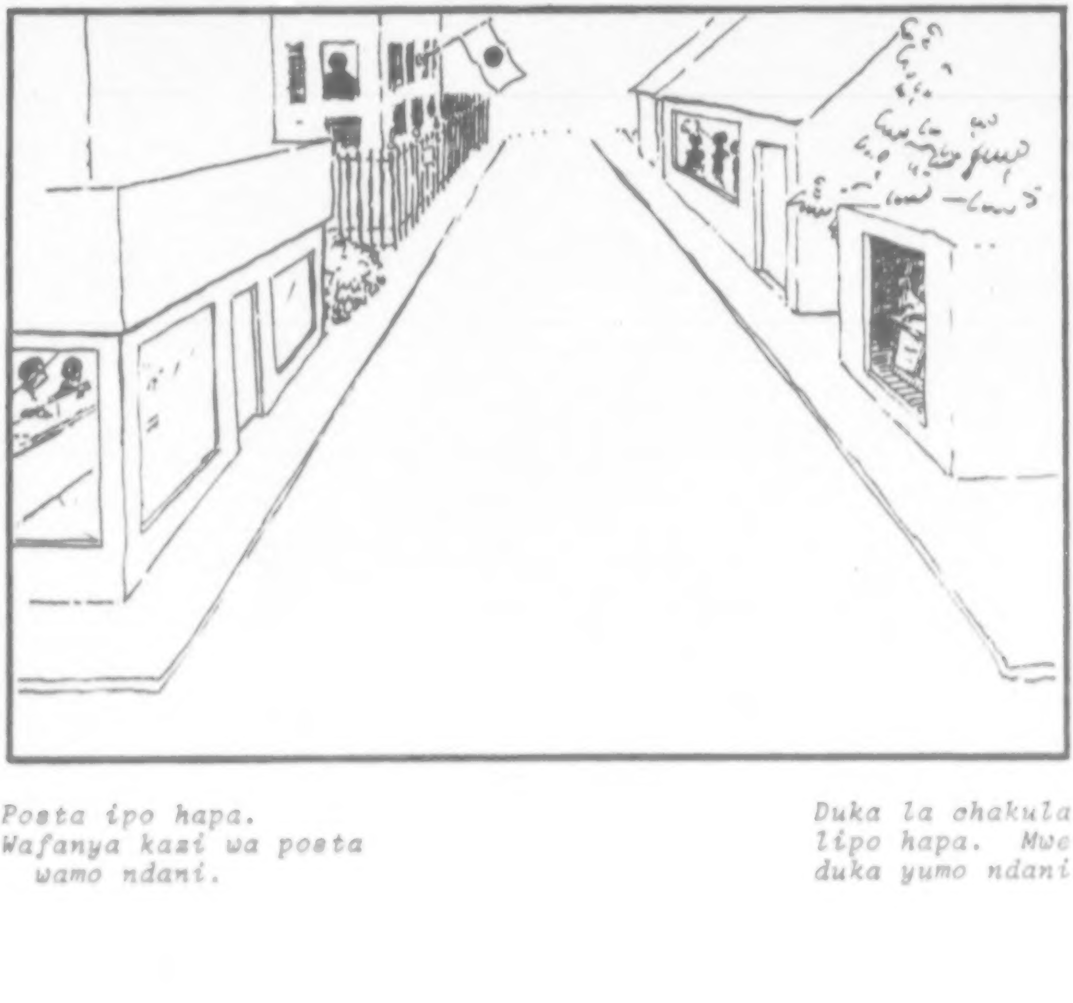
Somo la Kumi na Tano

Habari na Picha:

Katika Afrika ziko kazi tofauti. Angalia picha hii kujifunza nani anafanya kazi wapi:

Ubalozi upo hapa.
Balozi wa nchi yumo ndani.

Mkahawa upo hapa. Wapishi na watumishi wamo ndani.

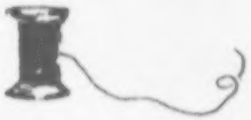


Posta ipo hapa.
Wafanya kazi wa posta wamo ndani.

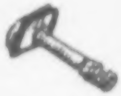
Duka la chakula lipo hapa. Mwenye duka yumo ndani.

Shughuli Muhimu

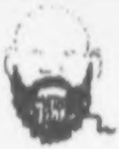
Vocabulary: Learn the singular and plural forms of the following vocabulary:



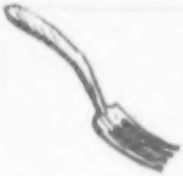
uzi (singular)
nyuzi (plural)



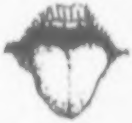
wembe
nyembe



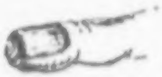
udevu
ndevu



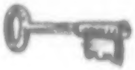
uma
nyuma



ulimi
ndimi

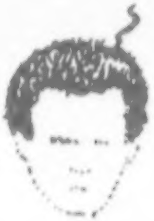


ukucha
kucha



ufunguo
funguo

ukuni
kuni



unywele
nywele

Structure: See if you can translate the following English sentences with the correct Swahili locative construction:

The tree is here.
The bananas are inside the bag.
The child is there.
The workers are inside.
The lions are (there) in the forest (*msitu*).
I am here and you are there.
The pencil is here and the book is there.
The students are in the classroom (*darasa*).
The teacher is (there) at the school.
The coffee is in the cup (*kikombe*).

Shughuli Zaidi

Communication: Pair up with another student and make up your own map. Ask the teacher for any names of locations that you might need. Then, with your partner, practice asking each other where things are located in your place. After you have talked together for a while, present your map to the class and tell them where things are. Then let them ask you questions about your map.

Structure: Put the correct adjective prefixes in the blanks below. Hint: nouns beginning with *u-* occur with the same adjective prefix as nouns like *mti*; and nouns beginning with *N-* occur with the same prefix as nouns like *nyumba*, i.e. other nouns beginning with *N-*.

uzi ___*refu*
wembe ___*kali* (sharp)
uma ___*bovu*
nywele ___*zuri*
nyuma ___*ingi*
kuni ___*gumu*
unywele ___*refu*

ASKING THE WAY

Lesson Sixteen

Conversation:

A: Where are you going today?
B: I am going to town.
A: Do you know the way?
B: No, I don't (know). Could you direct me?
A: Yes, it's easy. I will show you. You will go straight on (ahead) along this road until you reach the market. Do you know the market?
B: No, can you tell me (about it)?
A: Yes. It's on the end of this road. So then you will continue on the right/left side; (then) straight on until you reach town.

Questions About Language and Customs

In America we tend to describe how to get somewhere by using street names and addresses. This is not the case in Tanzania; often directions are based on different landmarks, such as cinemas or markets. Discuss this with your teacher. For instance, ask him or her how he or she describes the route home when explaining it to someone who hasn't been there before.

One word which deserves special discussion is the word *mtaa* (plural: *mitaa*). In Swahili, this word is used to refer to an area, such as the area where you live. Different areas have different names, and you will need to learn these names in order to talk about where you live and to understand people when they tell you how to get somewhere. However, *mtaa* has come also to be used to designate a street. So most of the street signs in Dar-es-Salaam now begin with the expression *mtaa wa* followed by the name of the street, e.g. *mtaa wa zanaki* (Zanaki Street). Discuss this dual meaning for the word. How can you tell the difference between *mtaa* when it is being used for a street and *mtaa* being used to refer to an area? Is this common usage, or is it only found in big cities, such as Dar-es-Salaam?

KUULIZA NJIA

Somo la Kumi na Sita

Mazungumzo:

A: *Je, unakwenda wapi leo?*
B: *Ninakwenda mjini.*
A: *Unajua njia?*
B: *La, sijui. Unaweza kunielekeza?*
A: *Ndiyo, nitakuonyesha. Utakwenda moja kwa moja kwenye njia hii mpaka ufike sokoni.*
B: *Unalijua soko?*
A: *La, unaweza kunijulisha?*
B: *Ndiyo. Liko mwisho wa njia hii. Basi halafu utaendelea upande wa kushoto/kulia moja kwa moja mpaka ufike mjini.*

Maneno Mapya na Miundo Mipya

mji(mi-) -- town
-elekeza -- direct, make apparent
from *-eleka* (be apparent)
-onyesha -- show, make see,
from *-ona* (see)
moja kwa moja -- straight on (ahead)
kwenye -- place where there is
(general location)
mpaka -- up to, until
-fika -- arrive
soko(ma-) -- market(s)
-julisha -- inform, make known
from *-jua* (know)
mwisho(mi-) -- end(s)
halafu -- then
-endelea -- continue, go on
from *-enda* (go)
upande(pande) -- side(s)
kushoto -- left
kulia -- right

Shughuli Muhimu

Communication: Put a map of some familiar place on the board, such as a map of the campus where you are now studying. Ask your teacher to help you label the different places on your map correctly in Swahili. Then group yourselves into pairs and make up several different questions about how to get somewhere in your place, leaving from different locations. Once you have made up several questions, the class should reassemble. Then you should ask another group how to get somewhere; the group whom you ask will try to describe to you how to reach your goal. Practice this exercise until all feel confident that they understand how to give directions, and understand them when they are told. Be sure to write any new directional words or expressions on the board so that you can make note of them later.

Structure: See if you can make up Swahili sentences using the suffix *-ish-* and the verb roots given below. NOTE that if the vowel in the verb root is e or o that the suffix is *-esh-* and not *-ish-*.

-pika (cook): *nilikupikisha chakula.* (I had you cook food.)
-cheka (laugh): *nilikuchekesha.* (I made you laugh.)

-imba -- sing
-lipa -- pay
-baki -- remain
-la -- eat
-kosa -- err
-enda -- go

Some verbs, such as those following, take *-iz-* or *-ez-* instead of *-ish-* or *-esh-*. Make up sentences for them:

-penda -- like, love
-fanya -- do, make

Pronunciation: You will notice when you begin pronouncing verb constructions with the suffix *-ish/-esh-* that the stress on the verb root changes. This is because it shifts to the syllable *-ish/-esh-*. For this reason, it is important to practice saying verb constructions both with and without the suffix, so you learn to pronounce them differently. To do this, put the different verb roots, and their *-ish/-esh-* forms on the board and then have a session of HUMAN COMPUTER. First say a verb construction without the suffix, and listen to your teacher echo you; then say the same verb in a construction with the suffix, and check your pronunciation with the computer echo.

Shughuli Zaidi

Communication: Using the map which the class drew earlier, or using another especially drawn for this activity, try a game of TWENTY QUESTIONS:

> TWENTY QUESTIONS: In this activity, one student chooses a location on the map. For this reason, it is important that the map has enough locations that it is not too easy to pick out the one the student is thinking of. The rest of the class then asks the student yes-no questions about the location which he or she is thinking about. Before beginning this game, discuss with your teacher the difference between the two words *la* and *hapana*; both mean 'no' in Swahili. Use the one which is appropriate for playing this game.

Communication: Go out and ask someone for directions and see if you can get to the right place by following the directions which they give you.

SPECIAL LESSON SEVEN

DAR-ES-SALAAM

Shughuli Muhimu:

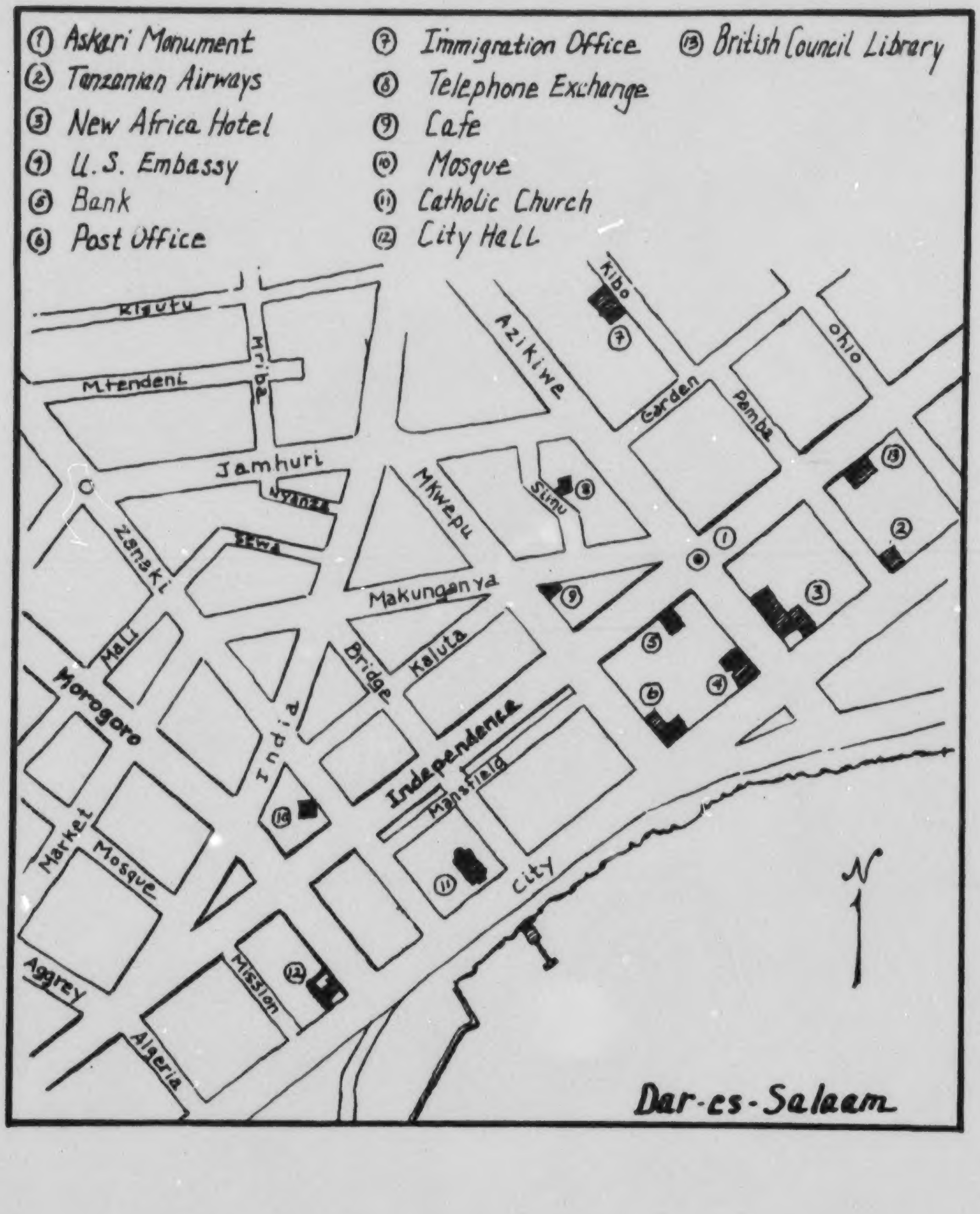
Communication: Choose a landmark on the map. The Askari Monument is a very commonly used landmark. Then have your teacher tell you how to get to different places from the monument. See if you can follow his or her instructions on your map with your finger. Once you feel fairly confident at this, have the teacher ask you to tell him or her how to get to a particular place, and see if you can give correct directions. If you have trouble on your own, perhaps the class together can get the teacher from one place to another with different people contributing the directions when they think they know the correct way to explain it.

Ask your teacher to point out other locations which you might want to be familiar with.

After doing this activity, you might want to try a game of TWENTY QUESTIONS to see if you can talk about different locations without pointing to them on the map.

SOMO MAALUM LA SABA

DAR-ES-SALAAM


① Askari Manument
② Tanzanian Airways
③ New Africa Hotel
④ U.S. Embassy
⑤ Bank
⑥ Post Office
⑦ Immigration Office
⑧ Telephone Exchange
⑨ Cafe
⑩ Mosque
⑪ Catholic Church
⑫ City Hall
⑬ British Council Library
Kisutu
Mriba
Mtendeni
Azikiwe
Kibo
Ohio
Garden
Pamba
Jamhuri
Nyanza
Sewa
Zanaki
Mkwepu
Sumu
Makunganya
Mali
Morogoro
Bridge
Kaluta
India
Independence
Mansfield
Market
Mosque
City
Aggrey
Mission
Algeria
N
Dar-es-Salaam

GETTING FOOD AT A RESTAURANT

Lesson Seventeen

Conversation:

A: (How's) news *ndugu*? Can I get coffee here?
B: Yes. Do you want coffee with milk or without milk?
A: I want it with milk. Do you have kebabs and bajias?
B: Yes, we have them.
A: Then give me one kebab and one plate of bajias.

(After the waiter brings the food)

A: Please *ndugu*, this coffee doesn't have any sugar.
B: Wait, I'll bring (it) to you.

Questions About Language and Customs

Ask your teacher to discuss different ways for ordering things in restaurants and cafeterias.

Is it acceptable to say *ninataka...?* Is there a more polite expression?

Is it more common to preface your request with a personal title, such as *ndugu, mama, dada, etc.?* Are some of these terms more appropriate in some situations than in others? Which ones?

KUPATA CHAKULA MKAHAWANI

SOMO LA KUMI NA SABA

Mazungumzo:

A: *Habari ndugu? Ninaweza kupata kahawa hapa?*
B: *Ndiyo. Unataka kahawa ya maziwa au bila maziwa?*
A: *Ninataka ya maziwa. Na una kababu na bajia?*
B: *Ndiyo. Tunazo.*
A: *Basi nipe kababu moja na sahani moja ya bajia.*

(Baada ya mtumishi kuleta chakula)

A: *Tafadhali ndugu hii kahawa haina sukari.*
B: *Ngoja. Nitakuletea.*

Maneno Mapya na Miundo Mipya

maziwa -- milk
au -- or
bila -- without
una -- you have
kababu -- deep-fried gound meat ball(s)
bajia -- deep-fried ground bean ball(s)
tuna -- we have
tunazo -- we have them, referring to *bajia* and *kababu*
hii -- this, referring to coffee
haina -- it (coffee) does not have
sukari -- sugar
-leta -- bring
-letea -- bring to/for

Shughuli Muhimu

Communication: Can you understand the following MINI-DRAMA Follow the procedure described in Lesson 6.

Mchezo:

Mgeni: Hujambo mama. Habari za kazi?
Mtumishi: Nzuri tu. Sijui wewe?
Mgeni: Nzuri. Ninaomba uniletee chai.
Mtumishi: Chai peke yake?
Mgeni: Ndiyo.

(Mtumishi anamletea chai yake.)

Mtumishi: Chai yako.
Mgeni: Ewe! Ina nini chai yangu? Mbona ni nyeupe sana? Ina maziwa?
Mtumishi: Bila shaka ina maziwa. Ulitaka chai ya rangi?
Mgeni: Ndiyo kawaida yangu.
Mtumishi: Basi lazima useme. Hapa kawaida ni kunywa chai ya maziwa.

New Words:

-omba -- beg, request, ask
chai -- tea
ewe! -- exclamation
-eupe -- white, light
shaka -- doubt
rangi -- color
kawaida -- usual
-nywa -- drink

What does this tell you about tea-drinking customs in Tanzania? How does it compare to what you are used to in America? There is a Swahili proverb which is particularly appropriate for this situation.

KAWAIDA NI KAMA SHERIA

(*sheria* -- law; *kama* -- like, as)

Structure: Make up Swahili sentences using the suffix *-i-* and the verb roots given below. NOTE that if the vowel in the verb root is *e* or *o* that the suffix is *-e-* instead of *-i-*.

-pika (cook): *nilikupikia chakula.* (I cooked food for you.)
-leta (bring): *nilikuletea chakula.* (I brought food for you.)

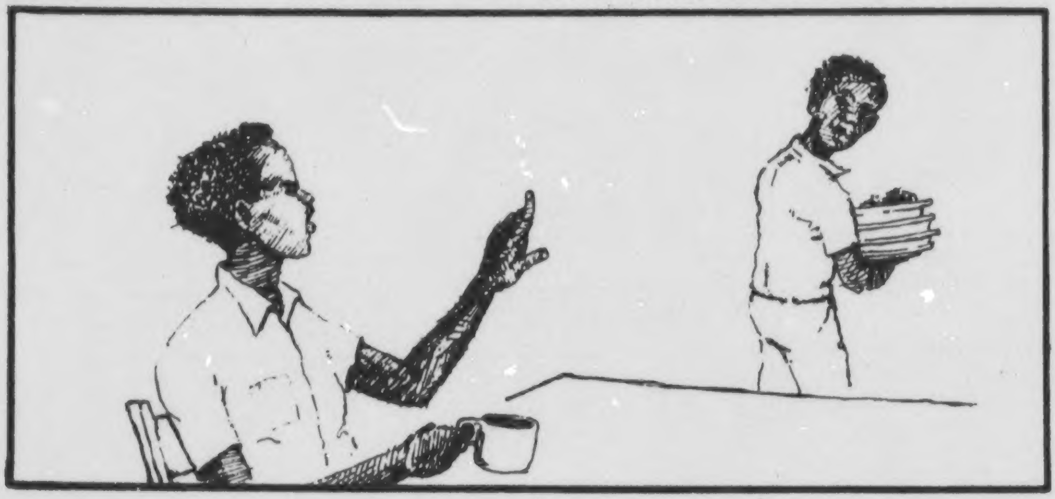
-lima	(farm, cultivate)
-fanya	(do, make)
-kata	(cut)
-imba	(sing)

Some verbs, such as those following, take the suffix *-ili-* or *-ele-* instead of *-i-* or *-e-*. Make up sentences using them:

-kimbia	(run)
-chukua	(carry)
-pokea	(receive)

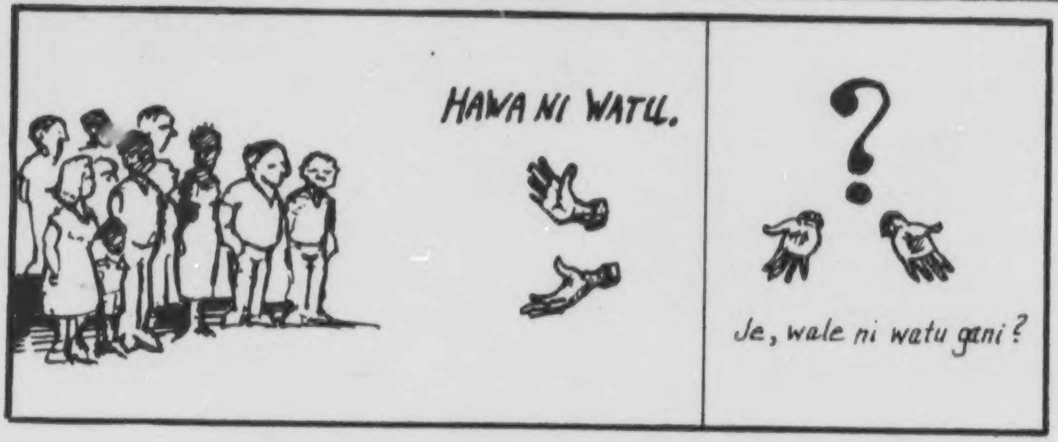
Shughuli Zaidi

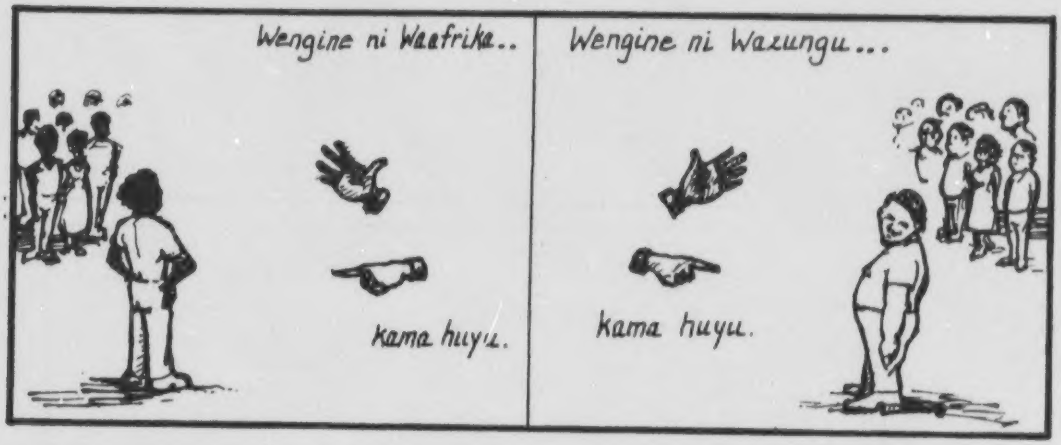
Communication: Make up a story in which the following picture might depict one scene. Write out your story and have the teacher correct it. Then read your story to the class.

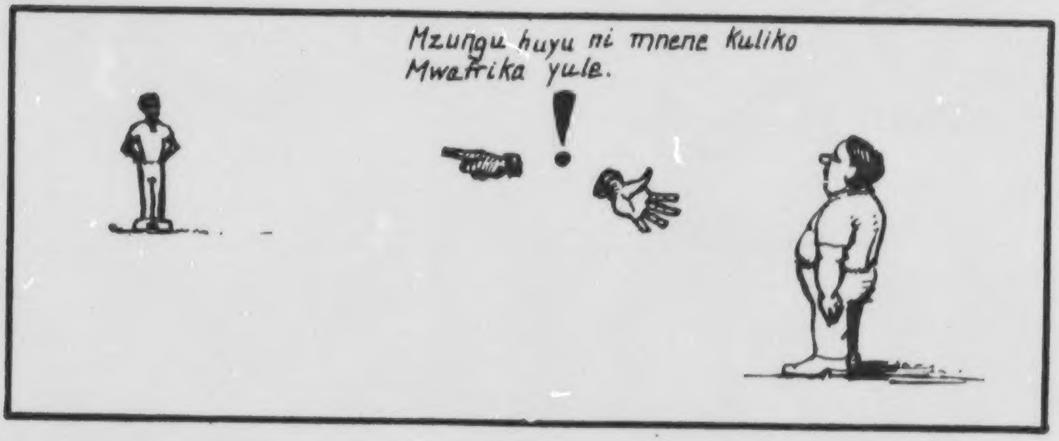


KUWATOFAUTISHA WATU

Somo la Kumi na Nane

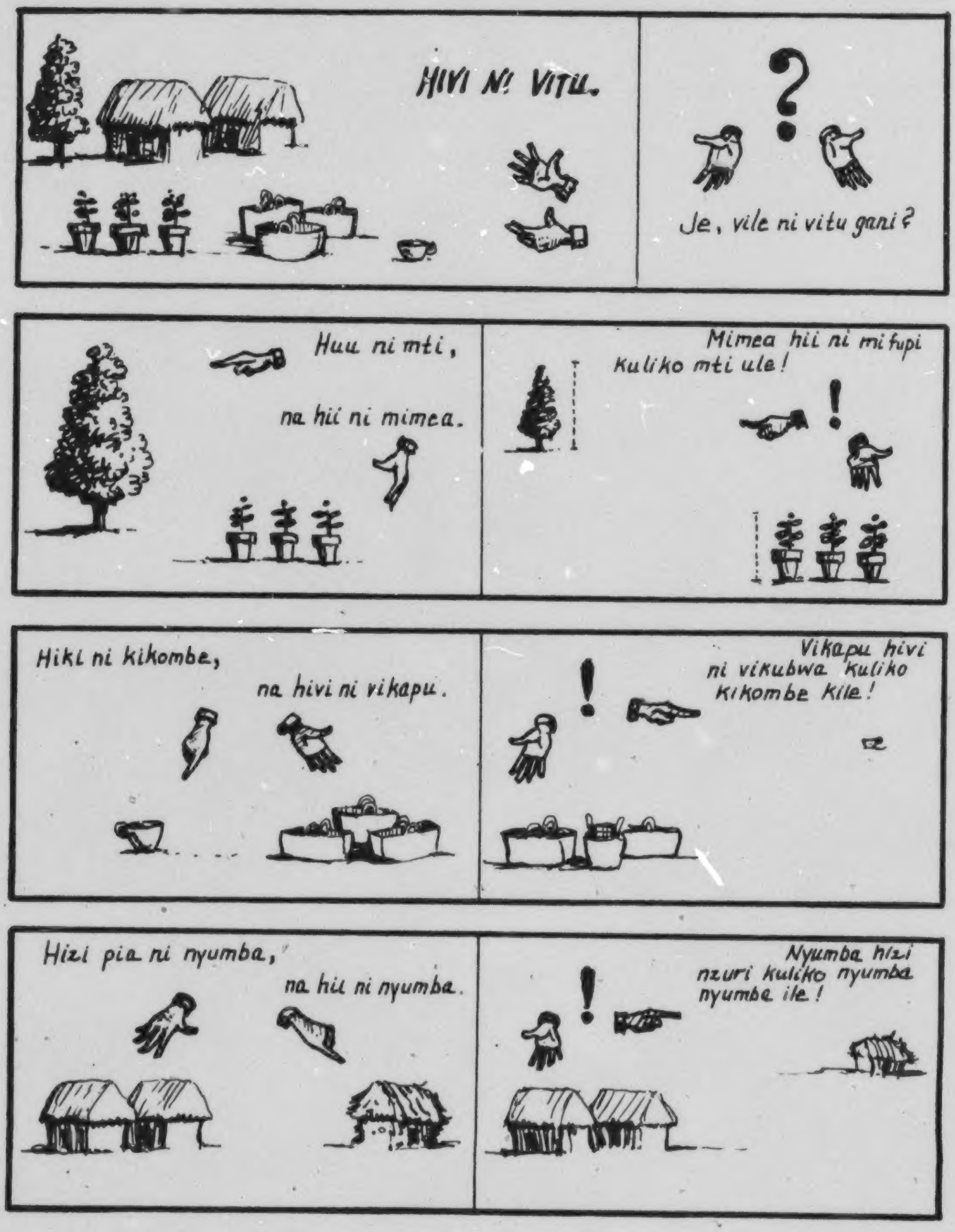

HAWA NI WATU.
?
Je, wale ni watu gani?


Wengine ni Waafrika..
kama huyu.
Wengine ni Wazungu...
kama huyu.


Mzungu huyu ni mnene kuliko Mwafrika yule.
!

KUTOFAUTISHA VITU

Somo La Kumi na Nane


HIVI NI VITU.
Je, vile ni vitu gani?
Huu ni mti,
na hii ni mimea.
Mimea hii ni mifupi kuliko mti ule!
!
Hiki ni kikombe,
na hivi ni vikapu.
!
Vikapu hivi ni vikubwa kuliko kikombe kile!
Hizi pia ni nyumba,
na hii ni nyumba.
!
Nyumba hizi nzuri kuliko nyumba nyumbe ile!

Shughuli Muhimu

Vocabulary: The words which correspond to "this" and "that" in English are really not complete words in Swahili; actually, they are roots. The two roots exemplified in this lesson are *h--* "this" and *--le* "that".

Both of these roots carry concord prefixes referring to the noun that they are being used to point to. These are the same as the concords which are attached to the verb construction to refer to people and things. So, for example, *ki-* is used for nouns beginning with the prefix *ki-:*

kikombe kile 'that cup' *vikombe vile* 'those cups'

For the word which corresponds to "this", something else happens: the vowel that is in the concord used to refer to the noun is copied following the first letter of the word *h-*. So with *ki-*, the vowel *i* appears after *h-* which is then followed by the whole concord *ki-:*

kikombe hiki 'this cup' *vikombe hivi* 'these cups'

Fill in the blanks in the examples below. The prefixes are in a chart on the facing page. Do what you can without looking. NOTICE that the concord used to refer to he/she IS NOT the same one that is used on the verb, i.e. *a-*. This is the one exception; otherwise the concords are the same as those used on the verb.

nyumba __le

maji h__

mfuko h__

milima __le

mmea h__

kitabu __le

kikapu h__

jino h__

jina __le

nanasi h__

uzi __le

nyuzi h__

kalamu h__

mvulana h__

wasichana __le

mtoto __le

maua h__

meza __le

Structure: SUMMARY OF NOUN CONCORDS FOR "THIS" AND "THAT"

Noun	Singular Concord	Plural Concord
mtu (watu)	*yu-*	*wa-*
mti (miti)	*u-*	*i-*
jicho (macho)	*li-*	*ya-*
kiti (viti)	*ki-*	*vi-*
nyumba (nyumba)	*i-*	*zi-*
uzi (nyuzi)	*u-*	*zi-*

Communication: Pair up with another student and ask each other questions using sentences with these two new roots (*h*--- and --*le*). Use the pictures in lessons 7, 8, 10, 12, 13 and 15. Practice question-answer sequences such as the following:

Je, hili ni nanasi? La, lile ni jicho.

Je, hii ni meza? Ndiyo, ile ni meza.

Shughuli Zaidi

Communication: Pair up with another student and write a MINI-DRAMA using as many phrases with "this" and "that" as possible. Then present your MINI-DRAMA to the class, explaining any phrases that the rest of the class does not understand.

MARAFIKI WAKO NDIO WALIMU WAKO

Your Friends Are Your Teachers

FUNGU LA NNE

Unit Four

The lessons in this unit will help you improve your general conversation skills and they will also teach you some specific socio-cultural patterns of behavior. If you complete the lessons in this unit, you will know how to:

--Ask someone to help you and thank them for their help........................(Lesson 19)

--Arrange to meet someone........................(Lesson 20)

--Tell time....................................(Lesson 21)

--Apologize for a mistake........................(Lesson 22)

--Ask about things you don't understand....................................(Lesson 23)

--Talk on the telephone and invite someone home..................................(Lesson 24)

LOOKING FOR A TEACHER OF LANGUAGE AND CUSTOMS

Lesson Nineteen

Conversation:

A: (How's) news ______?
B: Fine. How are you?
A: Good. Where are you these days?
B: I am still continuing my studies. But now I am looking for someone to help me with my lessons, perhaps you would be able to help me.
A: I can but I have a lot of work. Perhaps I could introduce you to my brother/sister so he/she could help you. He/She isn't working these days.
B: Very well. Thank you very much for helping me.

Questions About Language and Customs

Here are some additional proverbs you might want to learn:

Kila mlango kwa ufunguo wake.

Damu ni nzito kuliko maji.

Haraka haraka haina baraka.

Jina jema hung'aa gizani.

New Words:

damu -- blood
-zito -- heavy, thick
haraka -- haste
baraka -- advantage
-ng'aa -- shine
giza -- darkness

KUMTAFUTA MWALIMU WA LUGHA NA DESTURI

Somo la Kumi na Tisa

Mazungumzo:

A: *Habari gani ______?*
B: *Nzuri. Habari zako?*
A: *Njema. Je, uko wapi siku hizi?*
B: *Bado naendelea na masomo yangu. Lakini sasa ninamtafuta mtu kunisaidia katika masomo yangu, labda utakuwa na nafasi kunisaidia.*
A: *Naweza lakini nina kazi nyingi. Labda uonane na ndugu yangu akusaidie. Hana kazi nyingi siku hizi.*
B: *Vema sana. Asante sana kwa kunisaidia.*

Maneno Mapya na Miundo Mipya

njema	--	good
naendelea	--	I am continuing
siku	--	day
bado	--	still
masomo	--	study, lesson (s)
-wa	--	be
utakuwa	--	you will be
nafasi	--	space, free time or space
-onana	--	meet, see one another
vema	--	well

Shughuli Muhimu

Communication: To continue learning Swahili when you leave the classroom, you need to find people who will be willing to talk with you and answer questions you may have. These 'teachers' need not be actual school teachers; anyone who speaks Swahili is a potential teacher for you. And different teachers will be able to help you in different ways; some will have free time just to talk, others will be able to explain things particularly clearly, even though they may not have as much free time. One way to practice is to establish a group of people whom you see regularly, even if just for a brief chat. You can find them everywhere; some examples are: shopkeepers, waiters and waitresses, bus drivers, street vendors, taxi drivers, children who play in your neighborhood, etc. To get started, make up a narrative explaining who you are and why you'd like to talk with your new acquaintance. The following conversation between a foreign visitor and a waiter/waitress is an example of what you might say.

Mazungumzo:

A: *Habari ndugu?*
B: *Nzuri. Habari zako?*
A: *Salama. Naomba uniletee kahawa.*
B: *Lo! Ulijifunza Kiswahili wapi baba/mama?*
A: *Marekani, lakini sijui Kiswahili sana.*
B: *Aaaa! Si kweli, unajua Kiswahili safi kabisa!*
A: *Asante, lakini bado najifunza. Shida yangu ni hiyo: sipendi kusoma darasani tu; maana napenda kuzungumza na watu kazini au nyumbani. Lakini siwajui watu wengi. Labda nitaweza kuja kuzungumuza nawe siku nyingine.*
B: *Sawa, lakini mimi sijui kufundisha.*
A: *Si neno, sitaki mwalimu, nataka rafiki tu.*
B: *Haya, karibu tu, mimi nipo.*

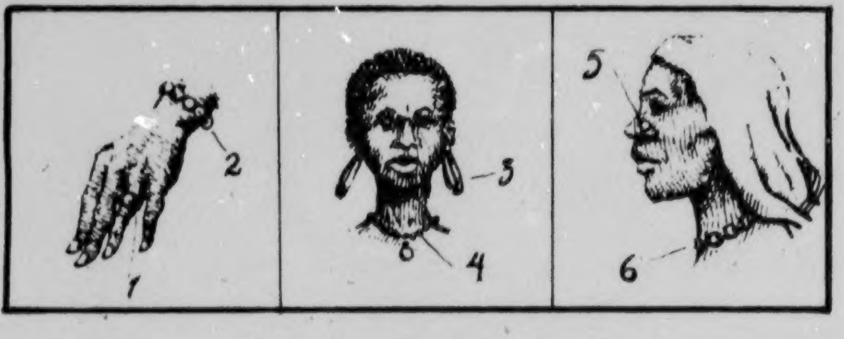
Structure: Unscramble the following sentences:

1. *katika yangu masomo rafiki kunisaidia ninamtafuta leo.*
2. *nikujulishe kaka labda akusaidie yangu na kwa kusoma.*
3. *moja mpaka utaendelea kulia wa kwa upande moja ufike*
4. *kwa tamu ni lakini mwili kizuri ni nyama chakula*
5. *kikombe vikubwa ni hivi kuliko kile vikapu*

Shughuli Zaidi

Learning on Your Own: Find out which word is the correct name for the following pieces of jewelry. Do this by asking your teacher questions in Swahili about each word, e.g. *Je, anavaa pete kichwani?* (NOTE: *-vaa* -- wear). If you don't know a particular body part's name, ask the teacher by pointing to it and asking for its Swahili name: *Jina lake ni nini?*

kidani
hereni
kipuli
kipini
pete
bangili
skafu



Communication: Pair up with another student and make up a MINI-DRAMA about asking for help to get somewhere. In this activity you should practice asking for help, offering help, and giving and understanding directions. Act your MINI-DRAMA out for the rest of the class.

FINDING A TEACHER

Lesson Twenty

Conversation:

A: ______, this is my *ndugu*. He/She is called ______.
B: News brother/sister?
A: Fine, and you?
B: No problem, but I have a little difficulty, perhaps ______ explained about me to you.
A: Yes, he/she told me that you want someone to help you in your studies. Well, its me.
B: When do you want us to meet?
A: Everyday.
B: Well then let's begin tomorrow three o'clock.
A: Where?
B: Here.
A: Okay, until we meet tomorrow.

Questions About Language and Customs

1. We have already said that greetings are important in Tanzania. What else do you notice about greetings in this conversation? Hint: notice how speaker B responds to the greeting, even though it is in fact not how he/she really feels, as evidenced by what he/she says after responding to the greeting. What does this tell you about how one is expected to respond to greetings. Discuss this with your teacher.

--How do you respond to the greetings *u hali gani* or *hujambo* if in fact you are not 'fine' or 'good', for example, if you are sick?

--If you are sick, is it usual to tell the person who has greeted you?

--What do you say to someone who is sick?

2. We have not yet talked much about farewells. The expression *kwa heri* which translates as 'goodbye' in English is not really used in the same way as the more common expression 'bye'. Ask your teacher when it is used, and how it differs from expressions like *tutaonana*.

KUMPATA MWALIMU

Somo la Ishirini

Mazungumzo:

A: ______, *huyu ni ndugu yangu. Anaitwa* ______.
B: *Habari kaka/dada?*
A: *Nzuri, na wewe je?*
B: *Sijambo, lakini nina shida kidogo, labda* ______ *alikueleza habari zangu.*
A: *Ndiyo, aliniambia kwamba unataka mtu akusaidie katika masomo yako. Basi, ni mimi.*
B: *Unataka tukutane lini?*
A: *Kila siku.*
B: *Basi tuanze kesho saa tatu.*
A: *Wapi?*
B: *Hapa.*
A: *Haya, tutaonana kesho.*

Maneno Mapya na Miundo Mipya

-itwa -- be called, named, from *-ita* (call)
-eleza -- explain
kwamba -- that
-kutana -- meet together, from *-kuta* (find)
kesho -- tomorrow
saa -- hour, time
-onana -- see each other, from *-ona* (see)

Shughuli Muhimu

Communication: Write a conversation using as many of the following words and phrases as you can:

-umwa na kichwa -- have a headache
dawa -- medicine
daktari -- doctor
kitanda(vi-) -- bed
mgonjwa(wa-) -- sick person
-tapika -- vomit
siku nyingi -- many days
-saidia -- help

Structure: Make up Swahili sentences using the suffix *-ana* and the verb roots given below. Translate the sentences after you have written them.

-piga (hit): *Tulipigana.* (We hit each other)

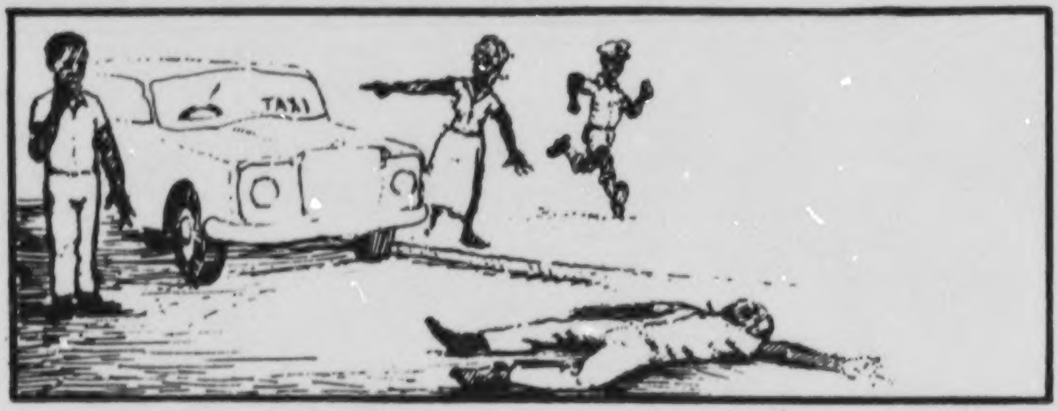
-kosa
-imba
-penda
-kuta
-ona
-zungumza

Pronunciation and Structure:

CROSSWITS: Divide yourselves into two teams. Each team then makes up a list of new verb constructions (or sentences containing new verb constructions) using verb roots you know plus different verb suffixes, e.g. *-ana, -ish-, -i-,* etc. Translate each item and then have the teacher correct the list, explaining any translations (or constructions) which are incorrect. Now the two teams are ready to try to 'outwit' one another: While one team reads one construction aloud, the other tries to work out the correct translation for it. If they translate it correctly, they do not score, but now they have a chance to 'outwit' their opponents. If however their translation is wrong, the challenging team scores a point and gets to try to 'outwit' their opponents again with another construction.

Shughuli Zaidi

Communication: Write a conversation which might take place at the scene of this picture. Be sure to ask your teacher for any new words that you might need.



Structure: Make up sentences using the suffix *-w-* and the verb roots given below. Translate each sentence.

-piga: nilipigwa na Ali. (I was beaten by Ali.)

-ita
-fukuza (chase)
-karibisha
-tambulisha
-pikia
-imbia

Some verbs take *-liw-* (or *-lew-* if the vowel in the verb is *e* or *o*) instead of *-w-*. Write sentences for them.

-chukua (carry): Hint: *-chukuliwa*
-nunua
-pakua (serve food up)
-fungua (open)

TELLING TIME

Lesson Twenty-One

Conversation:

B: Yuhuu!
A: Wow! It's you ______! I thought that you didn't want your lessons because you didn't get here at three o'clock.
B: But now is three o'clock!
A: No, now it's nine o'clock in the afternoon.
B: I still don't understand. I thought three o'clock is during the afternoon. How come you say it's in the morning?
A: Because here we count the hours beginning from the time when the sun (first) appears, that is to say one o'clock is the first hour after sunrise, and three o'clock is the third hour after sunrise. So three o'clock is in the morning, not the afternoon, as in English (style).

Questions About Language and Customs

1. Although everyone in Tanzania tells time according to this method, people differ in how they set their clocks. So in most of the offices you will find that the clocks are set as they are in America, but everyone still says *saa tatu* (hour three) even though the hands on the clock are at nine o'clock. This can be very confusing. Ask your teacher to discuss why this is done; why don't people set their clocks according to the way they actually tell time? Which people do, in fact, set their clocks that way and which people use the English system? What was done traditionally, before the British came to Tanzania?

2. When you make appointments in Tanzania you will find that for certain kinds of appointments people are on time, while for others they are not. Discuss this with your teacher. When are you expected to be on time? When is time not seen as critical? Is it ever considered impolite to be early? Should you scold someone who is late when time is important? Should you scold/tease them when it is not important? IS TIME EVER REALLY IMPORTANT?

KUANGALIA SAA

Somo la Ishirini na Moja

Mazungumzo:

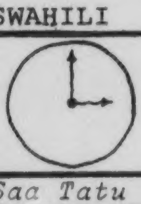
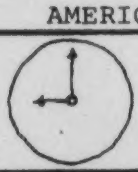
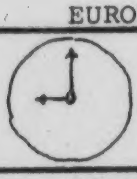
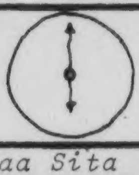
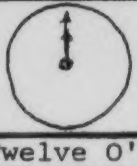
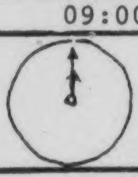
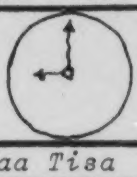
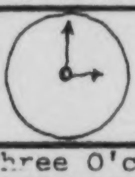
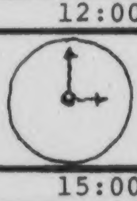
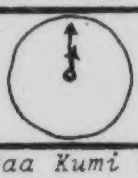
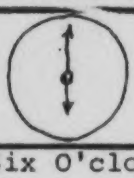
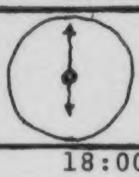
B: *Hodi!*
A: *Alaa! Ni wewe* _____*! Nilifikiri hutaki masomo yako kwa sababu hukufika saa tatu.*
B: *Lakini sasa ni sa tatu!*
A: *La, sasa ni saa tisa alasiri. Saa tatu ni asubuhi.*
B: *Bado sielewi. Nilifikiri saa tatu ni wakati wa alasiri. Mbona unasema ni asubuhi?*
A: *Kwa sababu hapa tunahesabu saa kuanza wakati jua linapochomoza, maana saa moja ni saa ya kwanza baada ya mapambazuko, na saa tatu ni saa ya tatu baada ya mapambuzuko. Basi saa tatu ni asubuhi, si alasiri, kama kwa kizungu.*

Maneno Mapya na Miundo Mipya

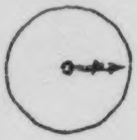
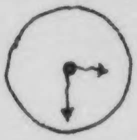
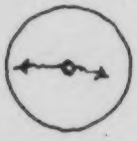
-fikiri -- think
alasiri -- afternoon
-elewa -- understand, from *-elea* (be clear)
wakati(ny-) -- period of time, time
-hesabu -- add, count
-anza -- begin
jua -- sun
-chomoza -- appear, especially of sun
linapochomoza -- when it (sun) disappears
maana -- meaning, that is to say, because
kwa hiyo -- therefore
-a kwanza -- first
mapambazuko -- dawn
-a kizungu -- English, can also mean European

Shughuli Muhimu

Vocabulary: Learn how to tell time in Swahili as compared to how we tell it in America and Europe.

SWAHILI	AMERICA	EUROPE
		
Saa Tatu	Nine O'clock	09:00
		
Saa Sita	Twelve O'clock	12:00
		
Saa Tisa	Three O'clock	15:00
		
Saa Kumi na Mbili	Six O'clock	18:00

Now learn how to talk about fractions of hours in Swahili:

		
Saa Tatu na Robo *(09:15)*	*Saa Tatu na Nusu* *(09:30)*	*Saa Nne Kasa Robo* *(09:45)*

Communication: Take turns going to the board and drawing clocks for the other students to describe. First say the "Swahili" time; then say the "American" time.

Comprehension: The teacher will now make up a short (30 second) SPIEL for you to listen to.

> SPIEL: A SPIEL is a short talk which your teacher makes up on the spot so you get a chance to hear spontaneous speech. For this lesson, we suggest that your teacher talk about what he or she does at different times of the day. Listen carefully and ask questions (in Swahili) about any points which you don't understand. Then listen while the SPIEL is repeated again, more slowly. This time you might want to put new words on the board. Now see if any of you can correctly reconstruct the SPIEL, either on your own or as a joint classroom effort.

Shughuli Zaidi

Communication: Take turns making up short SPIELS (maybe only 20 seconds each) about what you do each day, specifying the different times of day when you do each thing. Answer any questions the other students may have about your daily routine, and then repeat the SPIEL for them again, making any corrections to it which your teacher may have pointed out after the first version.

Writing. Pretend that you were a bystander when the accident pictured in the preceding lesson (*Shughuli Zaidi*) occurred. Write a report for the police.

SPECIAL LESSON EIGHT

WEATHER AND SESSIONS

Shughuli Muhimu

Communication: Pair up with another student and write a conversation about the weather. Ask your teacher for any new words you may need. After completing your conversation, practice it together and then present it to the class.

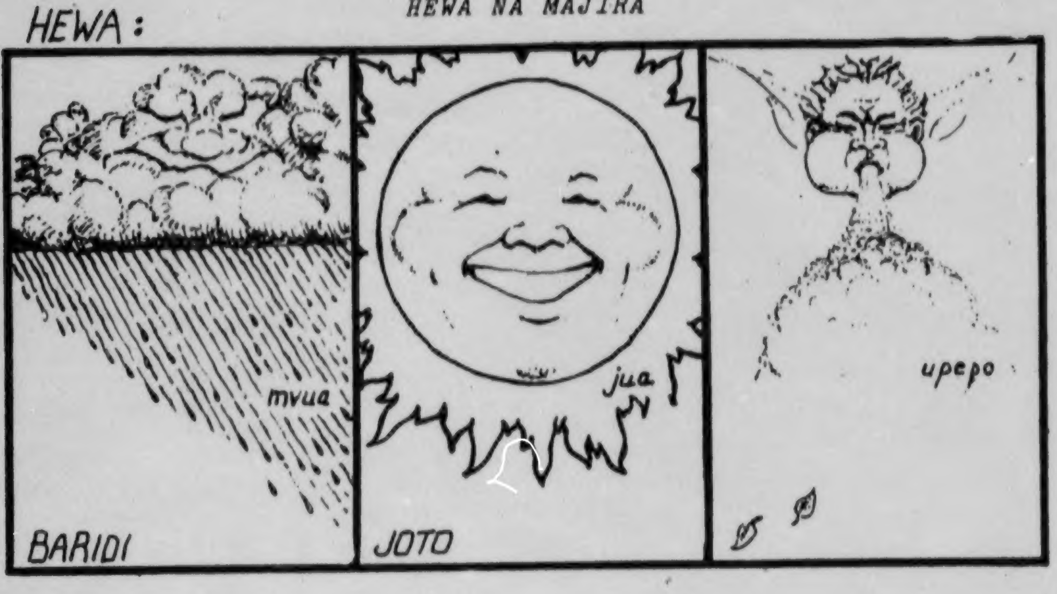
Comprehension: Listen while your teacher gives you a SPIEL about one of the seasons, and what usually happens during that season. Ask him or her questions about that season, and then listen as the SPIEL is repeated.

Shughuli Zaidi

Communication and Comprehension: Choose one of the seasons to work on and ask your teacher questions about it (in Swahili) until you have collected enough facts about it to do your own SPIEL. Think about what you want to say for a few minutes but don't write your SPIEL out beforehand. Then give your SPIEL to the class and answer questions about it.

SOMO MAALUM LA NANE

HEWA NA MAJIRA



MAJIRA:

PEPO	Mieza ya Kizungu
(Upepo wa) Kaskazi	Novemba mpaka Februari
(Upepo wa) Kusi	Machi mpaka Septemba
(Upepo wa) Kipupwe (Ubaridi)	Julai
(Upepo wa) Demani	Agosti na Septemba
(Upepo wa) Tanga Mbili	Oktoba

MVUA	Miezi ya Kizungu
(Mvua wa) Mwaka	Machi mpaka Mei
(Mvua wa) Mchoo	Julai
(Mvua wa) Vuli	Septemba na Oktoba

APOLOGIZING

Lesson Twenty-Two

The Conversation Continues:

B: Now could you teach me what to say if I am mistaken as I was just now?

A: Sure, when you are mistaken usually one asks pardon, forgiveness. You can tell your friend "I beg forgiveness (pardon) for my mistakes" or "Forgive me for my mistakes" or "In forgiveness (forgive me) brother/sister." Truly, it's not bad for a foreigner to make a mistake, because you are still learning.

Questions About Language and Customs

1. Discuss with your teacher what you should say in situations where you need to ask for someone to pardon or excuse you. That is, do you say the same thing when you stop someone on the street to ask for help that you do when you make a mistake, or miss a meeting, etc.?

What do you say when you need to ask someone you don't know for help? How do you get their attention?

What do you do when you want to get someone's attention from a distance? Do you shout? Is there some appropriate gesture? What is it? Do you do something different depending upon whether you know the person or not?

What do you say if you can't make a meeting or fulfill an invitation?

Do you need to excuse yourself if you are late for an arranged appointment? What do you say?

How do you apologize for an unintended offense to someone you don't know, such as bumping into someone on the bus?

2. What is the difference between the two verbs *-omba* and *-uliza*, which both translate as 'ask' in English?

KUOMBA MSAMAHA

Somo la Ishirini na Mbili

Mazungumzo Yanaendelea:

B: *Sasa, unaweza kunifundisha niseme nini nikikosea kama nilivyofanya sasa hivi?*

A: *Ndiyo, unapokosea kwa kawaida huomba msamaha. Unaweza kumwambia rafiki yako "Naomba samahani kwa makosa yangu" au "Nisamehe kwa makosa yangu" au "Samahani ndugu." Kwa kweli, si vibaya kwa mgeni kukosea, maana bado unajifunza.*

Maneno Mapya na Miundo Mipya

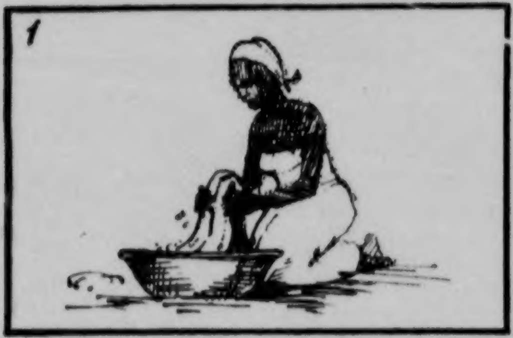
-fundisha -- teach
-kosea -- be mistaken, from -*kosa* (err)
nikikosea -- if I am mistaken
nilivyofanya -- how I was
sasa hivi -- just now
kawaida -- usual
kwa kawaida -- usually
-omba -- beg, ask
huomba -- (one) usually asks
samaha (msamaha) -- forgiveness, usually used in plural (*msamaha*), except in espression *samahani.*
samahani -- in forgiveness, i.e. forgive me, excuse me, pardon me.
kosa(ma-) -- mistake(s)
-samehe -- forgive
vibaya -- bad(ly)

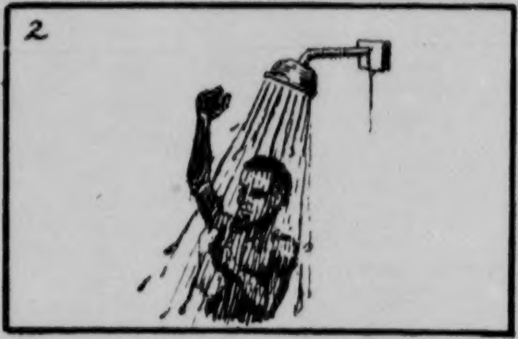
Shughuli Muhimu

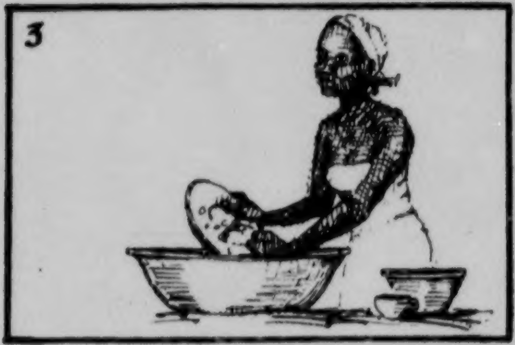
Communication:

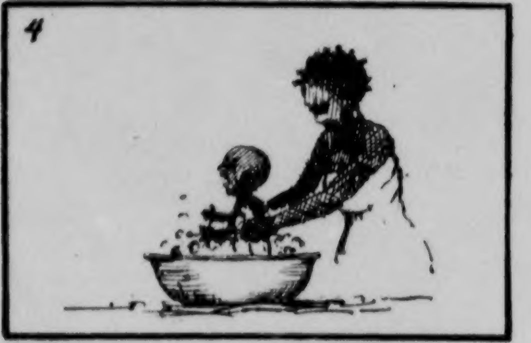
BUILD-A-CONVERSATION: Take turns (going around the room) adding sentences to a conversation which you are making up as a class. So the first student may say to the second "*Hujambo*" and the second may reply "*Sijambo. U hali gani?*" and the third could say "*Nzuri lakini sipendi mvua hii*" and the fourth might say "*Kweli! Mimi ninapenda mvua. Je, mbona hupendi mvua?*" and so on. Go around the room several times.

Learning On Your Own: Ask your teacher about the following activities; find out how to describe them in Swahili. Be sure to keep your discussion in Swahili.









Structure: Fill in the blanks appropriately.

1. *Ukikosea unaomba* __________.
2. *"Rafiki yangu,* __________ *kwa kosa langu."*
3. __________ *unaweza kunionyesha njia ya kufika mjini?*
4. *"Rafiki yangu, naomba* ______ *kwa makosa yangu."*

Shughuli Zaidi

Writing: Return to the scene of the accident in Lesson 20 (*Shughuli Zaidi*) and write another report for the police. This time, however, pretend that you are the driver of the taxi instead of an observer.

Comprehension and Communication: Read the following story and circle all the words which you do not understand. Ask your teacher (in Swahili) to explain them to you. Can you work out the meaning of the proverb from reading the story? Explain it to the teacher to see if you are right.

*Hadithi: Chura Msuia-Maji Tembo**

Palikuwa na chura mmoja mwituni alikaa ziwani. Wanyama wote wa mwitu hunywa maji ziwani pale siku za kaskazi, wakati wa jasho, na miti kukauka, kwa sababu maji hayaonekani mpaka kufika msimu.

Siku moja tembo mkali mmoja alikwenda ziwa lile anywe maji, lakini wanyama wengine waliposikia tembo yule walikimbia wote wakajificha kwa sababu waliogopa sana ukali wake. Yule chura hawezi kukimbia kwa sababu yumo majini. Basi tembo akaja upesi, na nchi yote ikatetemeka. Alipofika ziwani, aliunyosha mkonga wake, akautia majini, akanywa. Loo! Chura akachukuliwa na maji, akaingia mkongani mwa tembo. Tembo akakata roho, akafa.

"Msidharau adui ajapokuwa mdhaifu"

*Adapted from Elimu ya Kiswahili 2, E. Morris and R. Snoxall, Longmans of Tanzania Limited, Dar-es-Salaam, 1965.

ASKING ABOUT THINGS YOU DON'T UNDERSTAND

Lesson Twenty-Three

A Play About the Foreigner and His/Her Friend the Teacher

A: ______, what do you want to be taught?
B: I want to know how to use things in the kitchen.
A: Okay then let's go to the kitchen.

(In the Kitchen)

A: Do you already know these things?
B: No, I don't know them yet.
A: Well then, this is a cooker for cooking with wood, and this is a charcoal cooker.
B: How come you have two cookers?
A: Because when we want to cook quickly we use wood, and when we want to cook food slowly we use charcoal.

(They leave the kitchen and enter a room)

A: Welcome, let's eat.
B: Hey! What is this?
A: This is a mat we use for sitting when we rest or when we eat.
B: And how come there aren't any plates for the food?
A: There is (one). This is a *sinia* which is used to serve food. We eat together from one *sinia*, not different plates.
B: And why aren't there any forks and knives?
A: Because we eat by hand (with our hands).

Questions About Language and Customs

As you can see from this play, there are many differences between eating habits in Tanzania and America and, of course, there are even differences within Tanzania. Discuss these questions with your teacher:

> When you eat with your hands, which hand do you use and why? How do you eat with it?
>
> Is it polite to ask for food? Is it polite to ask for more food if you are still hungry?
>
> Is it polite to refuse food? How do you refuse food? What do you do if they still bring you food after you have refused it?

KUULIZA HABARI ZA MAMBO USIYOYAFAHAMU

Somo la Ishirini na Tatu

Mchezo wa Mgeni na Rafiki Yake Mwalimu

A: *Je _____, unataka kufundishwa nini?*

B: *Nataka kujua namna unavyotumia vitu vya jikoni.*

A: *Haya, basi tuende jikoni.*

(Jikoni)

A: *Je, umeshajua vitu hivi?*

B: *La, sijavijua.*

A: *Basi hili ni jiko la kupikia kwa kuni* (1) *na hili ni jiko la mkaa.* (2)

B: *Mbona una majiko mawili?*

A: *Kwa sababu tunapotaka kupika kwa haraka, tunatumia kuni, na tunapotaka kuivisha chakula polepole tunatumia mkaa.*

(Wanatoka jikoni na kuingia chumbani)

A: *Karibu tule.*

B: *Je! Hii ni nini?*

A: *Huu ni mkeka tunatumia kwa kuketi tunapopumzika au tunapokula.*

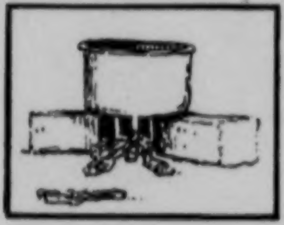
B: *Na mbona hakuna sahani?*

A: *Ipo. Hili ni sinia* (3) *linalotumika kuwekea chakula. Sisi tunakula pamoja kutoka sinia moja, si sahani mbalimbali.*

B: *Na mbona hakuna nyuma ama visu?*

A: *Kwa sababu tunakula kwa mkono.*

B: *Alaa! Basi nitakula hivyo pia!*



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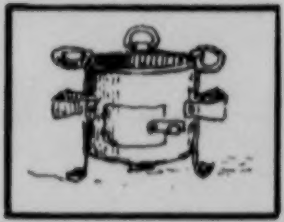

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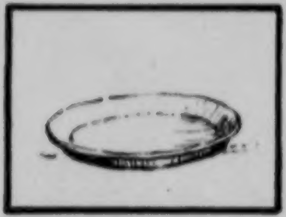


3

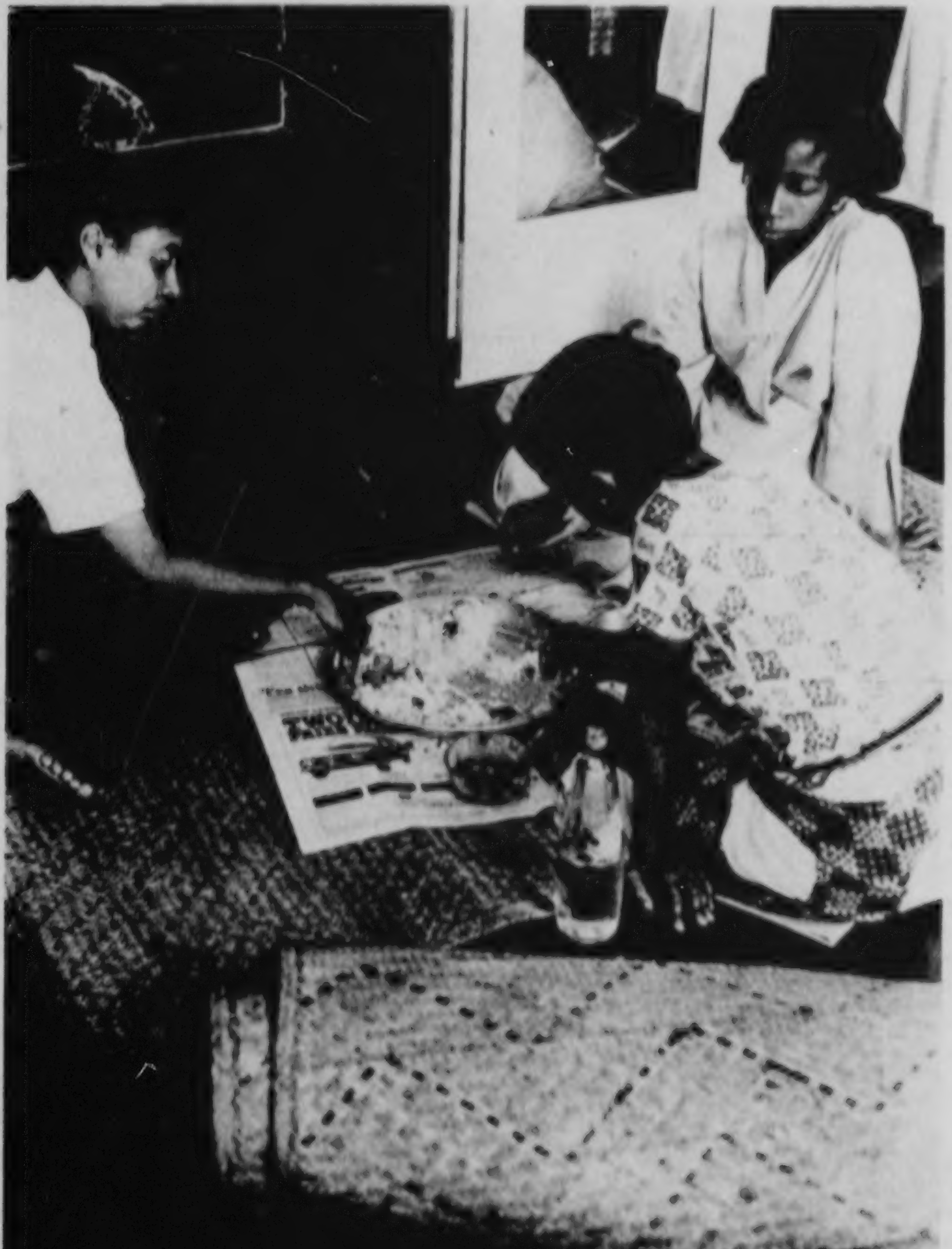
Maneno Mapya na Miundo Mipya

-tumia -- use
jiko(meko) -- kitchen(s)
umeshajua -- you already
sijavijua -- I don't yet know
jiko(ma-) -- cooker, stove
-pikia -- cook for/with
ukuni(kuni) -- firewood
kaa(mkaa) -- charcoal
-pika -- cook
haraka -- haste
-ivisha -- ripen, cook from *-iva* (be ripe/cooked)
polepole -- slowly

-mkeka(mi-) -- mat(s)
-keti -- sit
-pumzika -- rest
-tumika -- be used, from *-tumia* (use)
-wekea -- put to/on from *-weka* (put)
uma(ny-) -- fork(s)
ama -- nor
kisu(vi-) -- knife(s)
mkono(mi-) -- hand(s)
-la -- eat
hivyo -- this way, manner
mbalimbali -- different, separate

Shughuli Muhimi:

As a class see how many sentences you can make up about this picture:



Communication: Choose one of the following proverbs and write a little story or describe a situation where it would be appropriate to use it.

1. *Haba na haba hujaza kibaba.*

haba -- little
-jaza -- fill
kibaba -- measure

2. *Haraka haraka haina baraka.*

haraka -- haste
baraka -- property

3. *Hasira, hasara.*

hasira -- anger
hasara -- loss, damage

Shughuli Zaidi

Communication: Pair up with two or three other students and make up a MINI-DRAMA in which one of the proverbs above could be appropriately used. Or choose a proverb from one of the earlier lessons. Practice your MINI-DRAMA and then present it to the class.

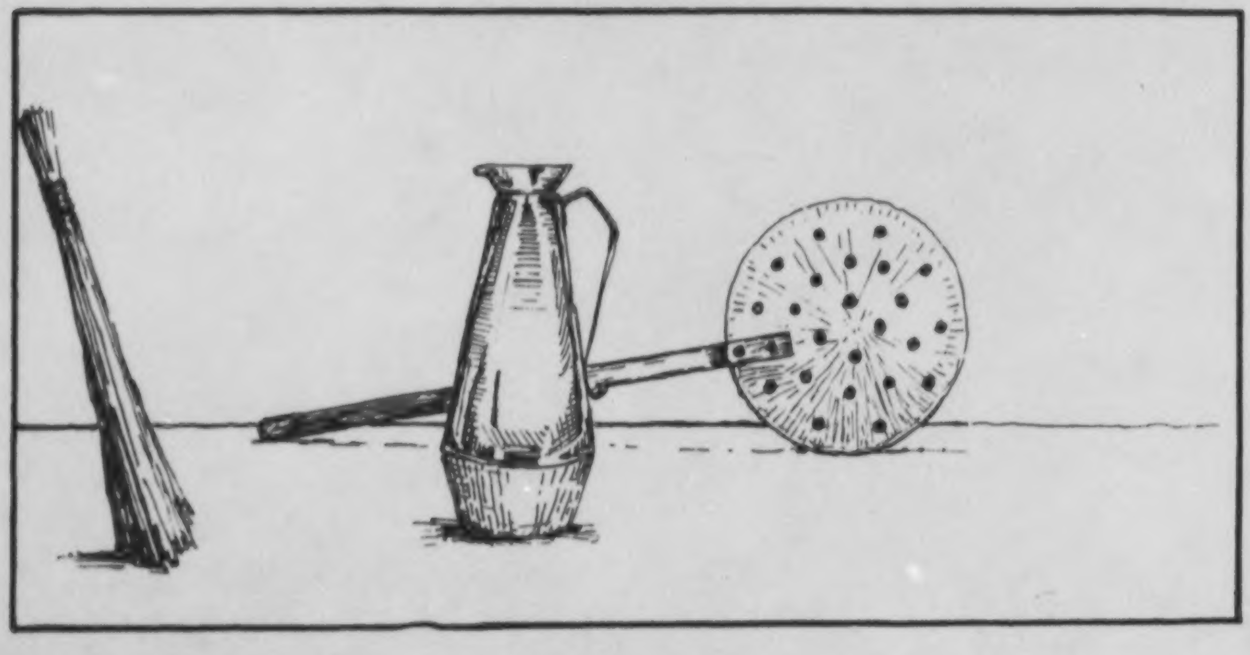
Structure: Fill in the blanks:

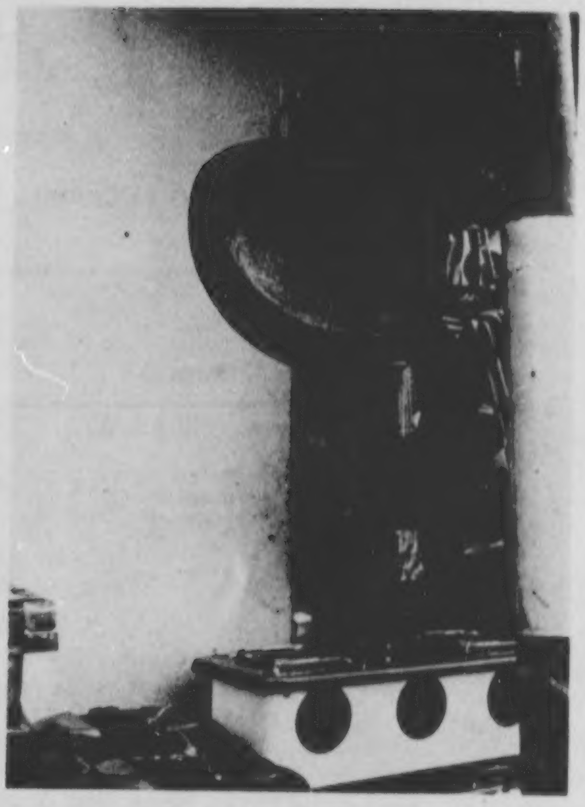
1. __*tabu* __*kubwa* __*ko mezani.*
2. __*anafunzi* __*le h*__*kumaliza* __*somo* _____.
3. *simba ni* __*nyama* __*kali* __*a mwitu.*
4. __*toto* __*zuri h*__*na*__*baya.*
5. __*alimu* __*le h*__*kufika darasani leo.*
6. __*cho* __*angu* __*naniuma sana leo.*

SPECIAL LESSON NINE

IN THE KITCHEN

Learning On Your Own: Find out about the things pictured below. What are they used for? What are they called? Who uses them? Ask all questions in Swahili.





TALKING ON THE PHONE AND INVITING SOMEONE HOME

Lesson Twenty-Four

Conversation:

(Ringing of Phone)
A: Hello.
B: Who is this?
A: ___________
B: Is ________ there?
A: Yes...(He/She is looking for him/her)
C: Hello.
B: _____?
C: Yes.
B: It's _____. How are you?
C: No problem. And you?
B: Just fine. I'm calling you to invite you to my house for an evening meal.
C: Thank you. When?
B: Tomorrow if you can.
C: Fine, but my brother/sister will arrive here in the morning from Dodoma.
B: Come with him/her. I'll be happy to see him/her.
C: Very well, we'll come together.
B: Can you arrive here at one o'clock? (7 p.m.)
C: We can.
B: Okay, goodbye.
C: Goodbye until we meet.

Questions About Language and Customs

1. What do you notice in this conversation about what happens when someone answers the phone? Discuss answering the phone with your teacher. For example, ask him or her what he or she says first when making a phone call.

2. Discuss meals with your teacher. For instance, what are the different meals called? When is the main meal of the day? Do all Tanzanians have the same meal schedule or do different groups differ. What are some of the differences? Is it more usual to invite people over for certain meals, rather than others? Which ones, and why those rather than others?

KUZUNGUMZA KWENYE SIMU NA KUMKARIBISHA MTU NYUMBANI

Somo la Ishirini na Nne

Mazungumzo:

(Kengele ya simu)

A: *Halo.*
B: *Nani?*
A: __________
B: __________ *yupo?*
A: *Ndiyo...(Anamtafuta _____)*
C: *Halo.*
B: __________?
C: *Ndiyo.*
B: *Ni _____. Hujambo?*
C: *Sijambo, na wewe hujambo?*
B: *Salama. Ninakupigia simu kukukaribisha nyumbani kwangu kwa chakula cha jioni.*
C: *Asante. Lini?*
B: *Kesho ukiweza.*
C: *Vizuri lakini ndugu yangu atafika kwangu asubuhi kutoka Dodoma.*
B: *Njoo naye. Nitafurahi kumwona.*
C: *Vema. Tutakuja pamoja.*
B: *Mtaweza kufika nyumbani saa moja?*
C: *Twaweza.*
B: *Haya, kwa heri.*
C: *Kwa heri ya kuonana.*

Maneno Mapya na Miundo Mipya

kengele -- bell
-piga -- hit
simu -- phone, cable
-piga simu -- phone
-pigia simu -- phone someone
jioni -- evening
chakula cha jioni -- evening meal
-fika -- arrive

Shughuli Muhimu

Communication and Comprehension: Read the following narrative and note down all the new greetings. Try making up greeting sequences using the new greetings. Ask your teacher to explain the meanings of those which you haven't seen before. Be sure to keep your discussion in Swahili.

*"Jambo Bwana"**

Nikienda kumtazama rafiki yangu, nitakapofika kwake nitafanyaje?

Kwanza nitapiga "Hodi" ndiyo kubisha. Akisema "Karibu Bwana," nitaingia nyumbani mwake. Akisema "Karibu kaa kitako," nitasemaje? Sina budi kusema "Starehe, Bwana starehe." Kisha nitamwuliza, au "Hujambo?" au "U hali gani?" Yeye akiwa mzima atanijibu, "Sijambo" lakini akiwa mgonjwa, atanijibu au "Siwezi," au "Sijambo kidogo." Basi nikisema "Habari gani?" atanijibu au "Njema" au "Njema lakini si njema sana." Halafu nikitaka kupata habari za watu wake, nitamwuliza au "Hawajambo nyumbani?" au "Hali gani nyumbani?" Kumsalimu asubuhi nitasema "Sabalkheri"; jioni "Masalkheri." Nikienda, nitasema "Nakwenda sasa," yeye atanijibu "Marahaba" hatima yake nitasema "Kwa heri," atanijibu vile vile "Kwa heri."

* Taken from Elimu ya Kiswahili 2, E. Morris and R. Snoxall, 1965.

Communication: Play a game of TWENTY QUESTIONS as described in Lesson 16 except this time think about different things, instead of locations. You can limit the possible choices to only the objects pictured in Lessons 7, 8, 10, 12, 13 and 15.

Shughuli Zaidi

Comprehension: Read the following story and answer the questions which follow it.

*Hadithi: MFANO NI FUNDISHO BORA**

Sultani mmoja alitaka kujua jinsi watu wake wafanyavyo kazi katika nchi yake. Basi akatoka, akaenda mbali sana kutoka mjini mwake amevaa nguo za kiraia, hivyo watu hawakumtambua ila wachache tu. Alipofika mji mmoja, alimwona msimamizi mmoja njiani akitoa amri kwa vibarua. Vibarua wale walikuwa wakijaribu kulinyanyua gogo moja zito waliweke kando ya njia. Gogo lenyewe lilikuwa zito mno hata vibarua wale walishindwa kulinyanyua. Yule msimamizi, badala ya kuwasaidia alikuwa akiwahimiza tu.

Yule sultani hata hapo hakutambulikana. Akamwuliza yule msimamizi, "Mbona huwasaidii hao vibarua? Gogo hilo ni zito mno."

Yule msimamizi akamjibu, "Ah mimi! Ujue ya kuwa mimi ni msimamizi wao tu!" Basi sultani akasogea karibu, akashuka chini ya farasi wake, akamfunga kando; kisha akawasaidia wale vibarua kulinanyua lile gogo. Mwishowe waliweza kuliweka kando ya njia. Lakini kabla yule sultani hajampanda farasi wake na kwenda zake, alimwambia yule msimamizi, "Siku nyingine ukipewa kusimamia kazi nyingine kama hii, nawe huna watu wa kutosha, niletee habari, na mimi sultani wako nitakuja mwenyewe kukusaidia tena kama nilivyofanya hivi leo!"

Yule msimamizi alipofahamu ya kuwa yule ni sultani mwenyewe, aliogopa sana. Basi akamwangukia na kumwomba radhi kwa yale aliyoyatenda. Sultani akamsamehe kwa kutokumtambua, lakini tangu siku ile yule msimamizi alipata fundisho jema; yaani, mfano ni fundisho bora.

---

* Taken from Hadithi na Vitendo, #3, D. Diva, University of London Press Ltd.: Nairobi, 1951.

SPECIAL LESSON TEN

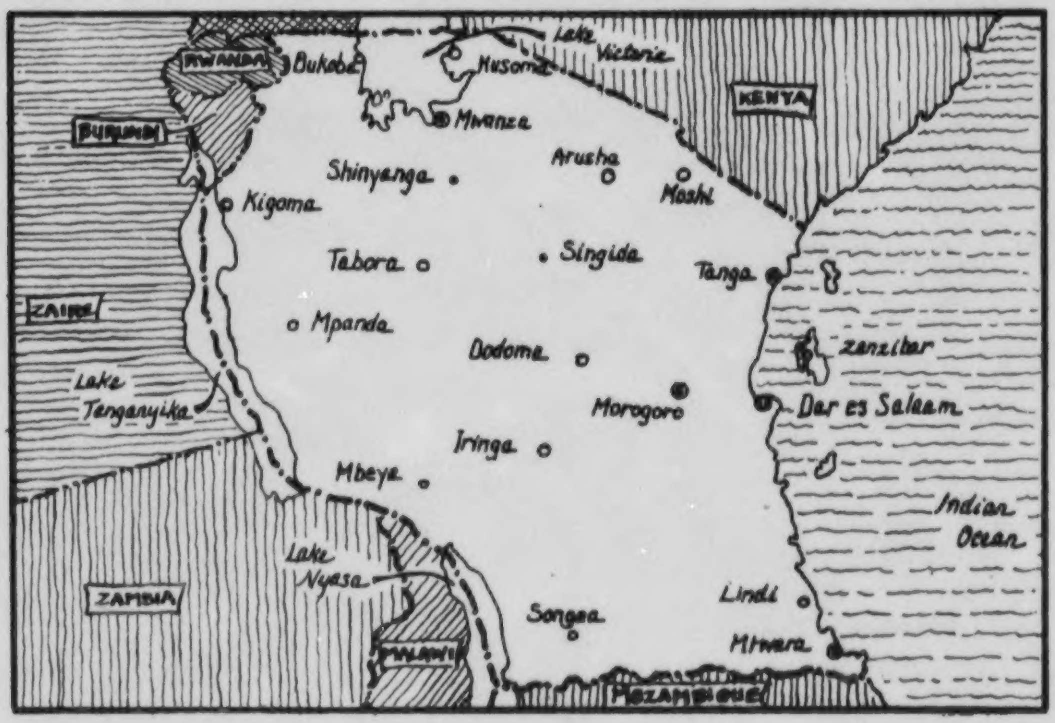
TANZANIAN TOWNS

Shughuli Muhimu

Communication: Play TWENTY QUESTIONS as described in Lesson 16 (*Shughuli Zaidi*) using this map of Tanzania.

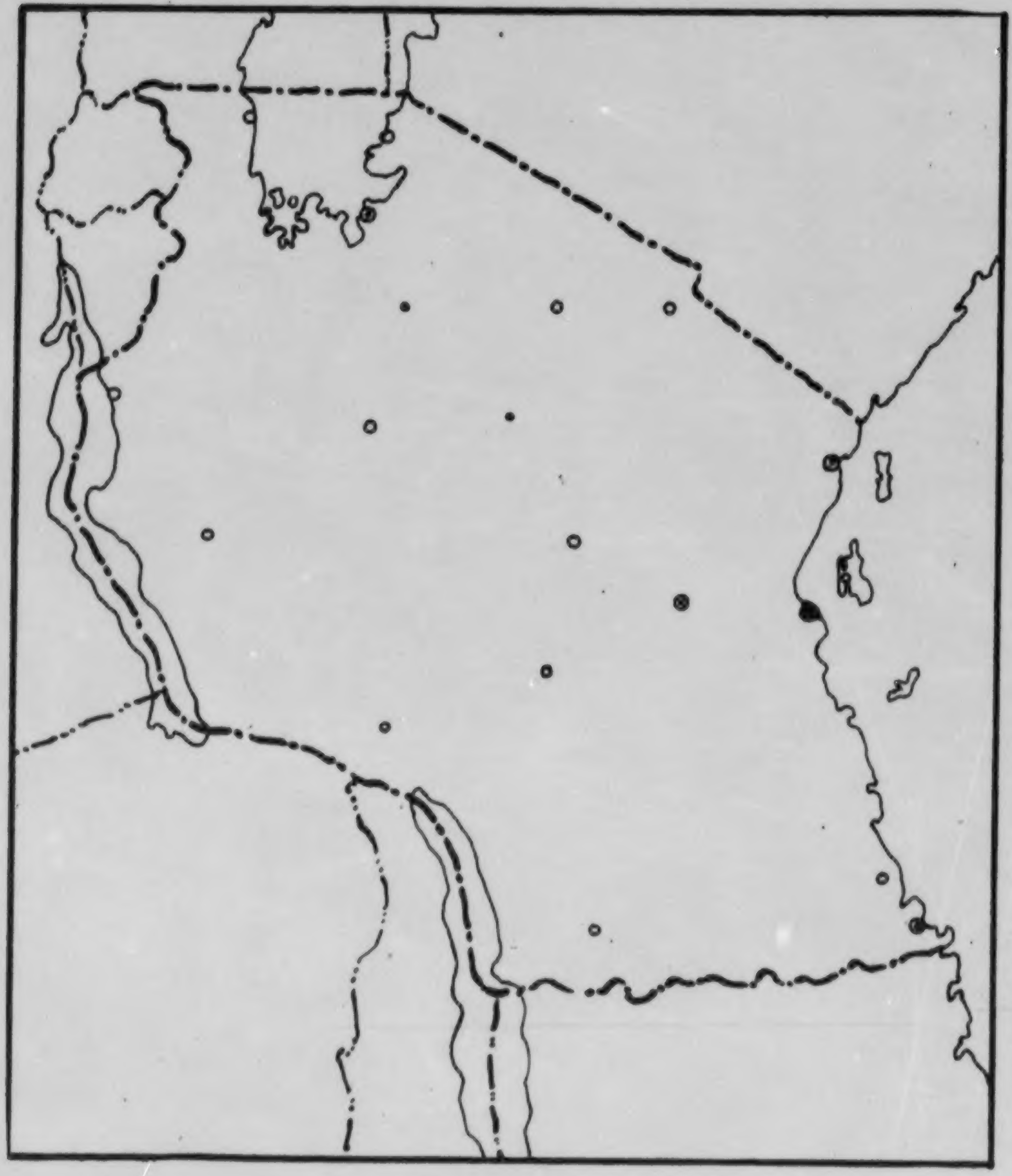
Comprehension: Listen while your teacher gives you a SPIEL about the town where he or she comes from. Ask questions about where he or she comes from.

Geography: Study the map below and then turn this page under and write in the names of the towns on the map on the facing page. There are 20 towns. How many did you get?


RWANDA
Bukoba
Musoma
Lake Victoria
KENYA
BURUNDI
Mwanza
Shinyanga
Arusha
Moshi
Kigoma
Tabora
Singida
Tanga
ZAIRE
Mpanda
Dodoma
Zanzibar
Morogoro
Dar es Salaam
Lake Tanganyika
Iringa
Mbeye
Indian Ocean
Lake Nyasa
ZAMBIA
Lindi
Songea
Mtwara
MALAWI
MOZAMBIQUE

SOMO MAALUM LA KUMI

MIJI YA TANZANIA



MAISHA YA KITANZANIA

Tanzanian Life

FUNGU LA TANO

Unit Five

The lessons in this unit are designed to help you practice using what you know about Swahili grammar while continuing to learn about Tanzanian culture. Thus, very few new grammatical constructions are introduced.

When you finish the lessons in this unit you will know something about the following aspects of Tanzanian culture:

--Visiting customs..............................(Lesson 25)

--Ethnic (tribal) composition of the country..................................(Lesson 26)

--How to ask a Tanzanian about where he or she comes from......................(Lesson 27)

--Traditional (rural) villages....................(Lesson 28)

--Traditional (village) life......................(Lesson 29)

--Kinship name terms............................(Lesson 30)

GETTING USED TO VISITING CUSTOMS

Lesson Twenty-Five

Conversation:

Tanzanian:	______, why haven't you come to visit me?
Foreigner:	Ah, brother/sister, these days I have a lot of work.
Tanzanian:	But don't you have time to visit your friend? That's surprising. That is to say, for us here it's very important to go around a little and visit our friends.
Foreigner:	Really!!? Forgive me brother/sister. I didn't know. You know-- there are still many customs that I haven't heard about here. Like today (for instance), my friend came to see me, he/she came in and sat down...and stayed. Finally he/she said that he/she was thirsty. Later I realized that it is customary to give a visitor something to drink when he/she comes to visit you. But if people don't tell me about their customs, I can't know them! Thank you very much for telling me.

Questions About Language and Customs

Different people have different habits for welcoming visitors. Some offer them coffee, some soda, some tea, etc. It is important for you to find out what is done in the area where you are living. Also you may find that customs differ with the season. So for example, you may get served tea in the rainy season, but sodas during the hot season. Talk to your teacher about what his or her family does when guests arrive. Also ask him or her about what is expected of a guest. For instance, what happens if you don't like soda? Can you say so? Can you refuse something offered to you when you go to visit? And what do you do if you are offered a drink made from unsterilized water when you are only used to drinking sterilized or filtered water? What will people think of you if you refuse their hospitality by telling them you can't drink their water because it is dirty?

KUZOEA DESTURI ZA KUZURU

Somo la Ishirini na Tano

Mazungumzo:

Mtanzania: ______, *mbona bado hujafika nyumbani kwangu?*

Mgeni: *Ah, ndugu, siku hizi nina kazi nyingi.*

Mtanzania: *Lakini huna nafasi kumtembelea rafiki yako? Ni ajabu hiyo. Maanake sisi kwetu ni muhimu sana kuzunguka kidogo na kuwatembelea marafiki zetu.*

Mgeni: *Alaa! Nisamehe kaka/dada. Sikujua. Unajua--bado sijasikia habari zote za desturi za hapa. Kama leo, rafiki yangu alikuja kuniona, akaingia na akakaa...akakaa. Mwishowe akasema alikuwa na kiu. Baadaye nikatambua ni desturi kumpa mgeni kinywaji anapokutembelea. Lakini ikiwa watu hawaniambii desturi zao, siwezi kuzijua! Asante sana kwa kuniambia.*

Maneno Mapya na Miundo Mipya

-tembelea -- visit someone, from *-tembea* (walk, stroll, visit)
ajabu -- wonder, astonishment
maanake -- that means, its meaning (is) from *maana* (meaning)
muhimu -- important
-zunguka -- go around, surround
-sikia -- hear, feel
-ingia -- enter
mwishowe -- finally, from *mwisho* (end)
kiu -- thirst
baadaye -- later, from *baada* (after)
-tambua -- realize, recognize
kinywaji(vi-) -- beverage(s)

Kutumia Mazungumzo: From now on you will notice that fewer activities will be included in each lesson. This is because by now you should have some idea about which activities help you learn materials, and which do not, and it is important for you to decide for yourselves which activities help you accomplish what you want during class time. We will continue to give some suggestions, but more and more it will be up to you to work out with your teacher what you are going to do each day. The fourth page of each lesson will include only new materials, usually without translation, for you to work with if you have the time and/or interest.

Shughuli Muhimu:

Communication: Make up a conversation using the locative expressions *kwetu* (our place, i.e. where we come from) and *kwenu* (your place, i.e. where you come from). It is important to know how to use these appropriately because they will be needed when you talk about the differences between American and Tanzanian customs.

Structure: Many common expressions using the verb 'is' ('am'/'are') in English, e.g. 'I am hungry' translate in Swahili with the construction *kuwa na* (literally: be with). Practice using this construction.

Nilikuwa na ______.

Nina ______.

Nitakuwa na ______.

kiu -- thirst
njaa -- hunger
haya -- shyness
furaha -- happiness
huzuni -- sadness

Shughuli Zaidi

Communication: Make up a SPIEL about how Tanzania is different from America. Answer questions which the other students may have about what you have noticed and then listen while they give SPIELS. Then have your teacher give a SPIEL about what he or she finds different about your culture.

MASHAIRI:

*MUNGU ANILINDA**

Nikienda nitembee,
nikilala kwa matarehe,
nikicheza nipembee,
Mungu anilinda.

Ndege wale hawavuni,
hawalimi, hawafumi
wanalishwa; si huzuni:
Mungu awalinda.

Na zaidi anipenda,
kwa kutunza na kutenda,
nikilala nikienda:
Mungu anilinda.

Siku zote hunilisha,
na vipaji kuzidisha;
wema hauwezi kwisha:
Mungu hunilinda.

Use the following vocabulary list and the glossary at the back of the book to look up any words you don't understand.

Maneno

matarehe --	calm, repose	*-fuma* --	strike (e.g. with spear)
-cheza --	play	*huzuni* --	sadness
-pembea --	sway, swing	*-lisha* --	feed
Mungu --	God	*kipaji(vi-)* --	gift(s)
-linda --	watch over	*-zidisha* --	make increase
ndege --	bird	*wema* --	goodness

* Taken from Someni kwa Furaha, *Kitabu cha Tatu,* by A. Loogman, Thomas Nelson and Sons, Ltd.: Niarobi, 1969.

TANZANIAN ETHNIC GROUPS

Lesson Twenty-Six

Description:

Although all Tanzanians know Swahili, usually they also know another language. That is, Swahili is their second language. A Tanzanian's first language is the language of his/her ethnic group. Usually people from different groups have different customs. That is, their customs for directing their lives are different, such as how they cook food and how they build their houses. Look at this map to see where the various Tanzanian ethnic groups are located.

Maneno Mapya

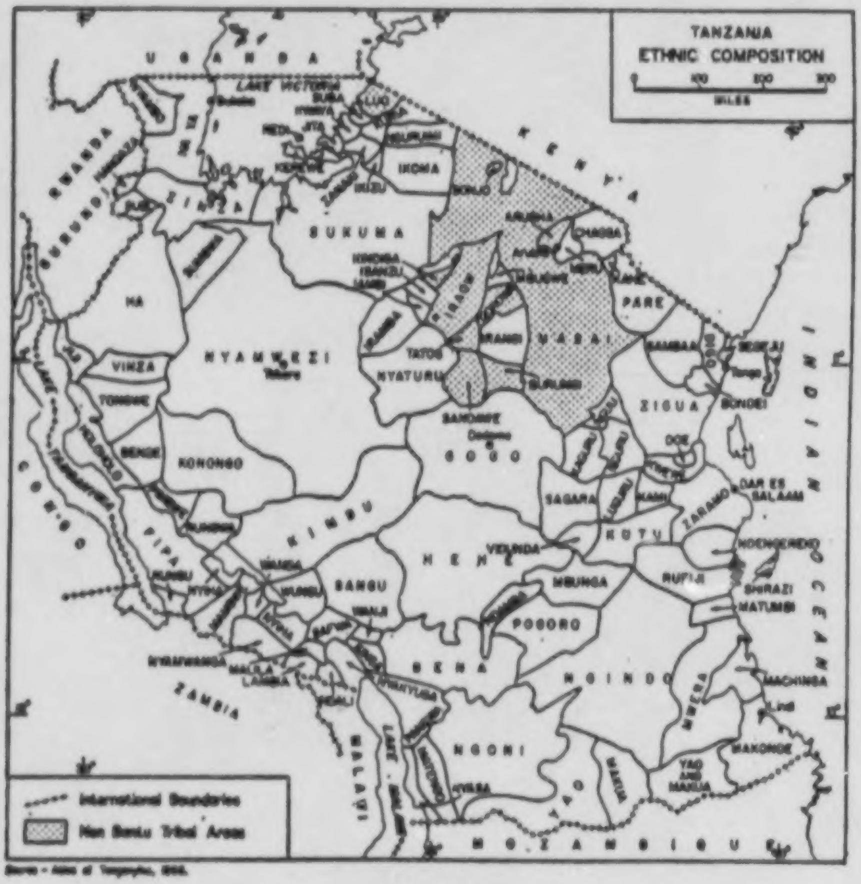
ingawa -- although
-ote -- all
lugha -- language
-a kwanza -- first
-a pili -- second
kabila(ma-) -- tribe(s)
mila -- traditions
-endesha -- make go, from *-enda* (go)
maisha -- life
-jenga -- build

MAKABILA YA TANZANIA

Somo la Ishirini na Sita

Habari:

Ingawa Watanzania wote wanajua Kiswahili, ni kawaida pia wanajua lugha nyingine. Maanake, Kiswahili ni lugha yao ya pili. Lugha ya kwanza ya Mtanzania ni lugha ya kabila lake. Kawaida watu katika makabila mbalimbali huwa na mila mbalimbali pia. Maanake, desturi zao za kuendesha maisha ni tofauti, kama namna wanavyopika chakula na namna wanavyojenga nyumba zao. Angalia ramani hii kuona makabila ya Tanzania yako wapi:


TANZANIA
ETHNIC COMPOSITION
0
100
200
300
MILES
UGANDA
LAKE VICTORIA
LUO
KENYA
RWANDA
BURUNDI
IKOMA
ZINZA
SUKUMA
HA
NYAMWEZI
Tabora
VINZA
TONGWE
BENDE
KONONGO
KONGO
PIPA
KIMBU
IRAQW
ARUSHA
CHAGGA
PARE
MASAI
NYATURU
TATOG
RANGI
BURUNGI
SANDAWE
Dodoma
GOGO
SAMBAA
DIGO
Tanga
BONDEI
ZIGUA
DOE
DAR ES SALAAM
SAGARA
KAMI
ZARAMO
KUTU
HEHE
VIDUNDA
MBUNGA
RUFIJI
NDENGEREKO
SHIRAZI
MATUMBI
POGORO
SANGU
WANDA
NYIHA
BENA
NGINDO
MWERA
MACHINGA
Lindi
MAKONDE
YAO AND MAKUA
NGONI
NYASA
NYAMWANGA
MAMBWE
LAMBIA
NDALI
NYAKYUSA
ZAMBIA
MALAWI
LAKE MALAWI
MOZAMBIQUE
INDIAN OCEAN
International Boundaries
Non Bantu Tribal Areas

Tanzania — Ethnic Composition

Shughuli Muhimu

Comprehension: Listen while the teacher gives a SPIEL about his or her native language and where he or she comes from in Tanzania. Ask questions, but all discussion must be in Swahili.

Structure: Fill in the blanks as indicated:

Mpare: (person)
Kipare: (language)

___*chaga* (person)
________ (language)

________ (person)
__*pogoro* (language)

________ (people)
__*haya* (language)

__*rangi* (people)
________ (language)

__ *swahili* (person)
__________ (language)

__________ (person)
__*sukuma* (language)

__________ (person)
__*nyakyusa* (language)

__________ (people)
__*ruri* (language)

Communication and Structure: Play a game of TWENTY QUESTIONS; think about a tribe and the questioners must try and figure out which one by asking yes-no questions using locative constructions and directional references, e.g. 'Is it in the north'. In addition, you will need to use expressions like:

karibu (na) -- near (to)
mbali (na) -- far (from)
jirani (ya) -- neighbor (of)

Shughuli Zaidi

Communication: Pair up with another student and compare the map in this lesson with the map of cities and towns in Special Lesson 10. Make up a narrative about an imaginary journey between two cities, describing the directions you would be travelling and the tribal communities you would pass through on your journey.

WIMBO:

TANZANIA NAKUPENDA KWA MOYO WOTE*

Tanzania, Tanzania,
Nakupenda kwa moyo wote,
Nchi yangu Tanzania
Jina lako li tamu sana.
Nilalapo nakuota wewe,
Niamkapo ni heri mama wee!
Tanzania, Tanzania,
Nakupenda kwa moyo wote.

Tanzania, Tanzania,
Ninapokwenda safarini,
Kutazama maajabu,
Biashara nayo makazi.
Sitaweza kusahau mimi,
Mambo mema ya kwetu hakika.
Tanzania, Tanzania,
Nakupenda kwa moyo wote.

Tanzania, Tanzania,
Watu wengi wanakusifu,
Siasa yako na desturi,
Ilikuletea uhuru.
Hatuwezi kusahau sisi,
Mambo mema ya kwetu hakika.
Tanzania, Tanzania,
Nakupenda na moyo wote.

Maneno

-lala -- sleep
-ota -- dream
-amka -- wake up
heri -- good fortune, blessedness
safari -- journey
-tazama -- look at, gaze at
ajabu(ma-) -- wonder
biashara -- business, commerce
kazi(ma-) -- work
-sahau -- forget
hakika -- certainty
-sifu -- praise
siasa -- politics
desturi -- customs
uhuru -- freedom
-letea -- bring to

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* Taken from _Nyimbo Zetu_ by Baraza la Muziki la Taifa, Dar-es-Salaam, 1978.

ASKING A TANZANIAN ABOUT WHERE HE/SHE COMES FROM

Lesson Twenty-Seven

Conversation:

Foreigner: My friend, can you explain to me about your home, I mean, where do you come from?
Tanzanian: The north. Near the town of Moshi. Do you know it?
Foreigner: No I don't know it.
Tanzanian: Do you know Mount Kilimanjaro?
Foreigner: Yes.
Tanzanian: Well it's right there.
Foreigner: Really! What ethnic group are you? I've heard about different groups from the mountains.
Tanzanian: I'm a Pare. Have you heard about us?
Foreigner: Yes, but only a little. Tell me about your home.

Questions About Language and Customs

Here are some new proverbs to learn and talk about:

1. *Kinywa ni jumba la maneno.*
2. *Kuambiana kupo, kusikilizana hapana.*
3. *Mwenye kelele hana neno.*

KUMUULIZA MTANZANIA HABARI ZA ASILI YAKE

Somo la Ishirini na Saba

Mazungumzo:

Mgeni: *Je rafiki yangu, unaweza kunieleza habari zako za nyumbani, yaani unatoka sehemu gani?*
Mtanzania: *Sehemu za kaskazini. Karibu na mji wa Moshi. Unaujua?*
Mgeni: *La, siujui.*
Mtanzania: *Unaujua mlima wa Kilimanjaro?*
Mgeni: *Ndiyo.*
Mtanzania: *Basi ni huko huko.*
Mgeni: *Alaa! Wewe ni kabila gani? Nimesikia habari za makabila mbalimbali ya milimani.*
Mtanzania: *Mimi ni Mpare. Umeshasikia habari zetu?*
Mgeni: *Ndiyo, lakini kidogo tu. Nieleze habari za nyumbani kwako.*

Maneno Mapya

yaani -- that is to say, that is
kaskazini -- north
karibu (na) -- near (to)
mlima(mi-) -- mountain(s)

Shughuli Muhimu

Communication:

INTERVIEW: Pair up with another student and make up a set of questions which you would like to ask your teacher or some other Tanzanian in order to write an article about his or her background. Then interview the Tanzanian, making note of his or her answers to your questions. Then write up what you have learned and make copies for the rest of the class. Then, on the following day in class, discuss the articles you have written.

Communication and Structure: Play another game of CROSSWITS (See Lesson 20). Be sure to work with any new verbs which you have learned.

Comprehension: Listen to the teacher while he or she gives you a SPIEL about somewhere else in Tanzania that he or she has visited, and how it was different from his or her home.

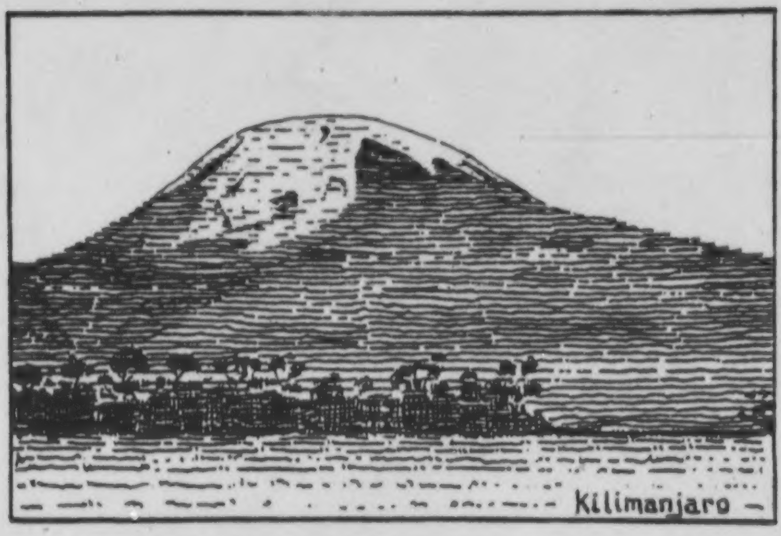
Shughuli Zaidi

Communication: Pair up with another student and interview each other about where you come from in America. Be sure to make up specific questions about one another's family members, home, jobs, interests, etc.

SOMO LA ISHIRINI NA SABA

KUMUULIZA MTANZANIA HABARI ZA ASILI YAKE

HABARI:



Siku moja walikuwa wakizungumza habari za Mlima wa Kilimanjaro na wakakata shauri kuukwea mlima huo. Basi kila mtu akaenda kwa wazazi wake kutata ruhusa. Kwa bahati nzuri, wazazi hawakuwa na taabu yoyote na mara wakatoa idhini.

Walichukua siku saba kujitayarisha. Walikusanya mablanketi kila mtu matatu matatu, chakula cha siku tatu, vibiriti paketi tatu, sufuria mbili, jiko la kupikia na mafuta ya taa. Wakaanza safari yao siku ya nane alfajiri.

Njia yenyewe ilikuwa na miti iliyofungamana na kufanya giza. Walikuwa na woga mwingi ndani ya msitu huo lakini walijikaza na kuendelea na safari.

Usiku ulipoingia walikaa chini ya mti na kupika chakula chao. Walipomaliza kula wakaanza kusinzia, basi wakajificha kwenye nyasi na kulala mpaka asubuhi. Waliamka na kuendelea na safari yao. Jua lilikuwa kali sana lakini halikuwachoma kwa sababu miti iliyofungamana iliwahifadhi. Saa sita za mchana walifika chini ya Mlima wa Kilimanjaro. Wakavaa makoti yao na viatu halafu wakaanza kupanda juu. Walichoka sana walipofika kileleni. Theluji ilifunika kilele chote na kwa hivyo baridi ilikuwa kali sana hata makoti yao hayakufaa kitu.

*Taken from *Mafunzo ya Kiswahili*, *Kitabu cha Kwanza*, by M. Kamalkhan and A.S. Yahya, Longman Tanzania Limited: Dar-es-Salaam, 1977, p. 14.

A TRADITIONAL VILLAGE

Lesson Twenty-Eight

Description and Picture:

In this village there are eight houses. Each house has a thatched roof and one door. They don't have windows. Also there is no road in this village, there are only footpaths. There is one river and in this river you can see people. Some are fishing and some are washing their clothes. Also there are cows and chickens in the village. The native people keep cows to get milk and chickens to get eggs.

Maneno Mapya

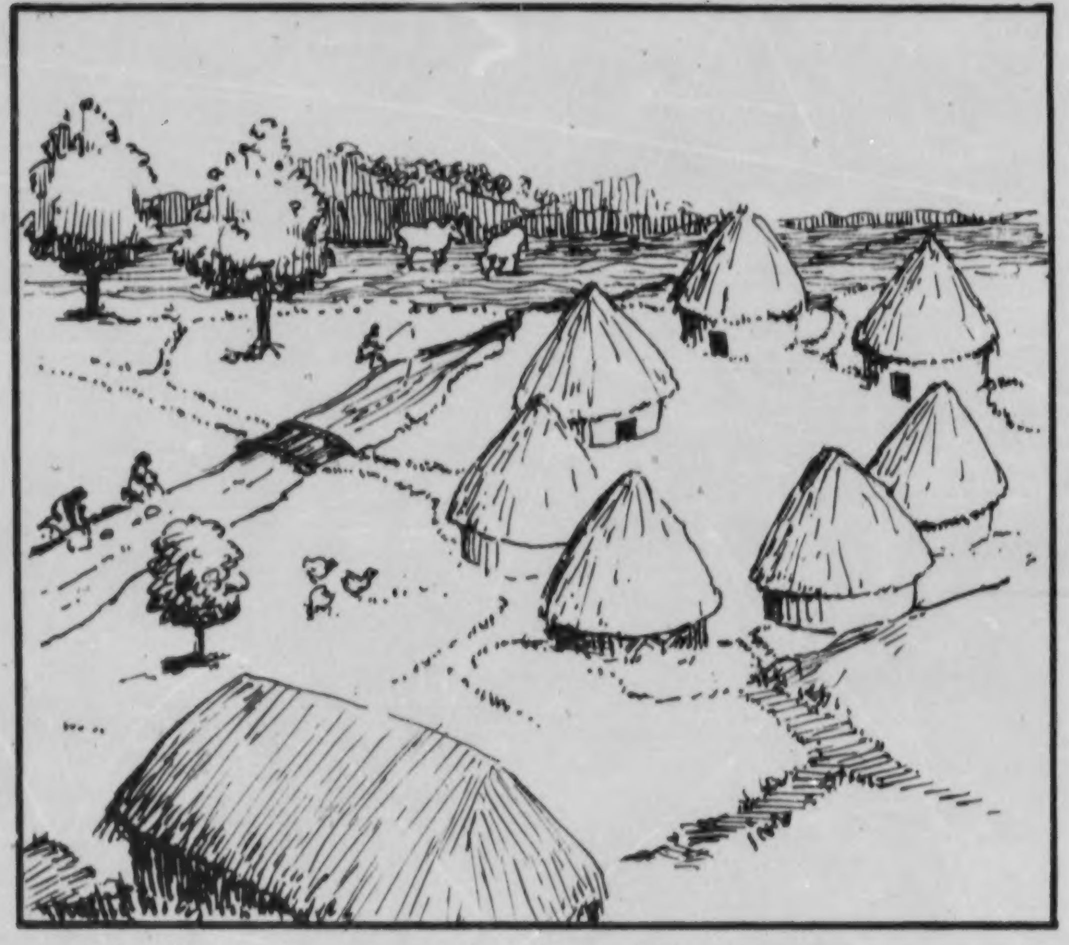
kijiji(vi-) -- village(s)
paa(ma-) -- roof(s)
mlango(mi-) -- door(s)
dirisha(ma-) -- window(s)
barabara -- road(s)
-pitia -- pass by, from *-pita* (pass)
mguu(mi-) -- foot, leg(s)
-vua -- fish
samaki -- fish

-fua -- wash (clothes)
nguo -- cloth(es)
ng'ombe -- cow(s)
kuku -- chicken(s)
mwenyeji(w-) -- native person(s)
-fuga -- keep domesticated animals
yai(ma-) -- egg(s)

KIJIJI CHA KINYEJI

Somo la Ishirini na Nane

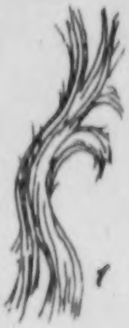
Habari na Picha:

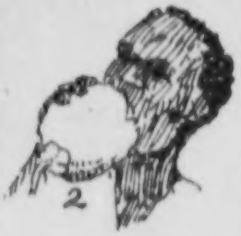


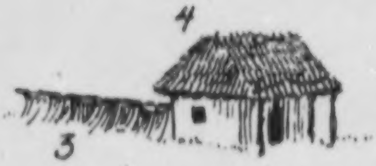
Katika kijiji hiki ziko nyumba nane. Kila nyumba ina paa la makuti na mlango mmoja. Hazina madirisha. Pia hakuna barabara katika kijiji hiki, kuna njia za kupitia kwa miguu tu. Kuna mto mmoja na katika mto huu unaweza kuwaona watu. Wengine wanavua samaki, wengine wanafua nguo zao. Pia kuna ng'ombe na kuku kijijini. Wenyeji hufuga ng'ombe kupata maziwa na kuku kupata mayai.

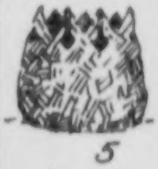
Shughuli Muhimu

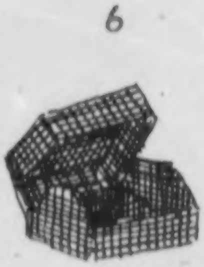
Vocabulary: Match each picture below with the correct description and ask your teacher what each is used for. Notice that the last four pictures are different methods for doing a particular activity; what is that activity (in Swahili)?

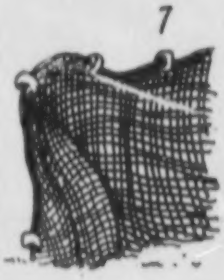


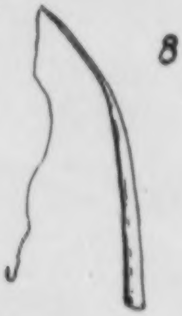


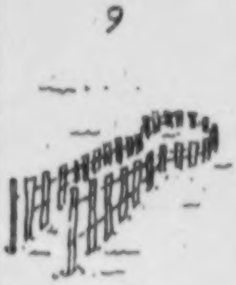












Wavu
Usumba
Dafu(ma-)
Mapakacha
Uzio

Mshipi
Dema
Paa ya makuti
Ukuta wa makuti

Communication: Make up a description, narrative or conversation using as many of these new words as you can.

Shughuli Zaidi

Communication: Pair up with another student and make up a conversation between two or more people in the village pictured on the preceding page.

HABARI:

*NG'OMBE**

Baadhi ya wakulima wanafuga ng'ombe wa maziwa. Ng'ombe hawa wanafugwa ili kutoa maziwa lakini mara nyingine huchinjwa ili kutupa nyama.

Ng'ombe mzuri wa maziwa huweza kutoa 'gallon' sita au saba za maziwa kila siku. Ng'ombe anayetoa maziwa mengi hunywa maji mengi. Huweza kunywa hata 'gallon' kumi za maji kila siku.

Siku hizi baadhi ya wakulima huwakama ng'ombe wao maziwa kwa kutumia mashine. Huweza kukama ng'ombe wengi kwa mara moja. Mkulima anayekama ng'ombe wake kwa mkono huweza kukama ng'ombe mmoja mmoja tu. Kwa hivyo anatumia wakati mwingi sana.

Kitu kilicho muhimu sana ni unadhifu. Mikono ya mkamaji, chuchu za ng'ombe anayekamwa, vyombo vinavyotiliwa maziwa, vyote hivyo viwe nadhifu. Tukumbuke kuwa maziwa machafu yanaweza kutuletea maradhi.

Maneno

-chinja -- slaughter
baadhi(ya) -- some
-kama -- squeeze, here refers to milking a cow
unadhifu -- cleanliness
mkamaji(wa-) -- person(s) doing milking
nadhifu -- clean
-chafu -- dirty

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* Taken from Mafunzo ya Kiswahili, *Kitabu cha Kwanza*, by M. Kamalkhan and A.S. Yahya, Longman Tanzania Limited: Dar-es-Salaam, 1977, p. 26.

SPECIAL LESSON ELEVEN

HOUSES OF DIFFERENT TANZANIAN TRIBES

Shughuli Muhimu

Comprehension: Listen while your teacher gives you a SPIEL about what houses traditionally were like in the area where he or she comes from. Find out where he or she is from and then ask questions about how houses in his or her area differ from houses included in this lesson.

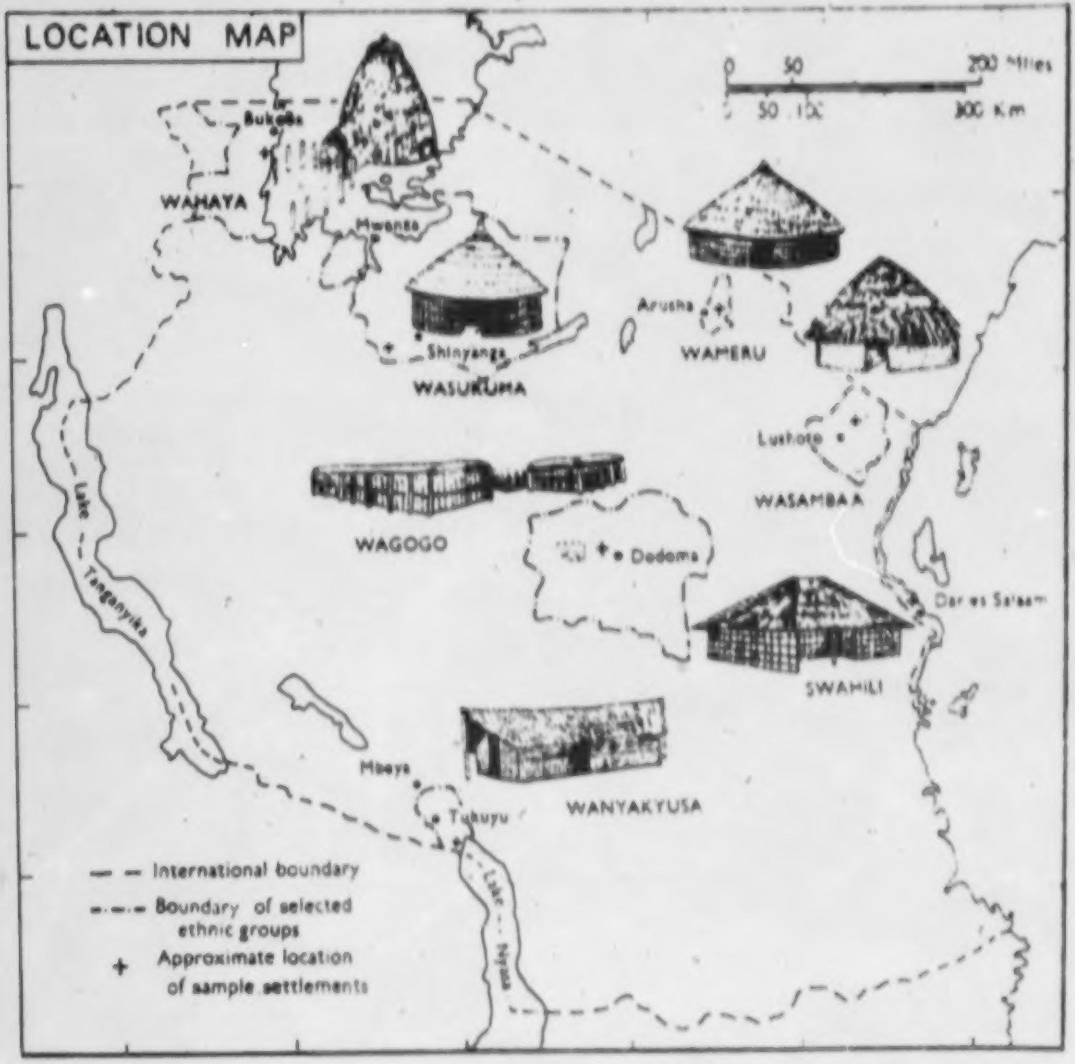
Communication: Make up a SPIEL using as many of the following words as you can. Follow the procedure outlined in Lesson 21.

-jenga
paa
makuti
miti

mbao -- boards
udongo -- earth
tofali -- brick(s)

SOMO MAALUM LA KUMI NA MOJA

NYUMBA ZA MAKABILA MBALIMBALI YA TANZANIA


LOCATION MAP
0 50 200 Miles
0 50 100 300 Km
Bukoba
WAHAYA
Mwanza
Shinyanga
WASUKUMA
Arusha
WAMERU
Lushoto
WASAMBAA
WAGOGO
Dodoma
Dar es Salaam
SWAHILI
Lake Tanganyika
Mbeya
Tukuyu
WANYAKYUSA
Lake Nyasa
International boundary
Boundary of selected ethnic groups
Approximate location of sample settlements

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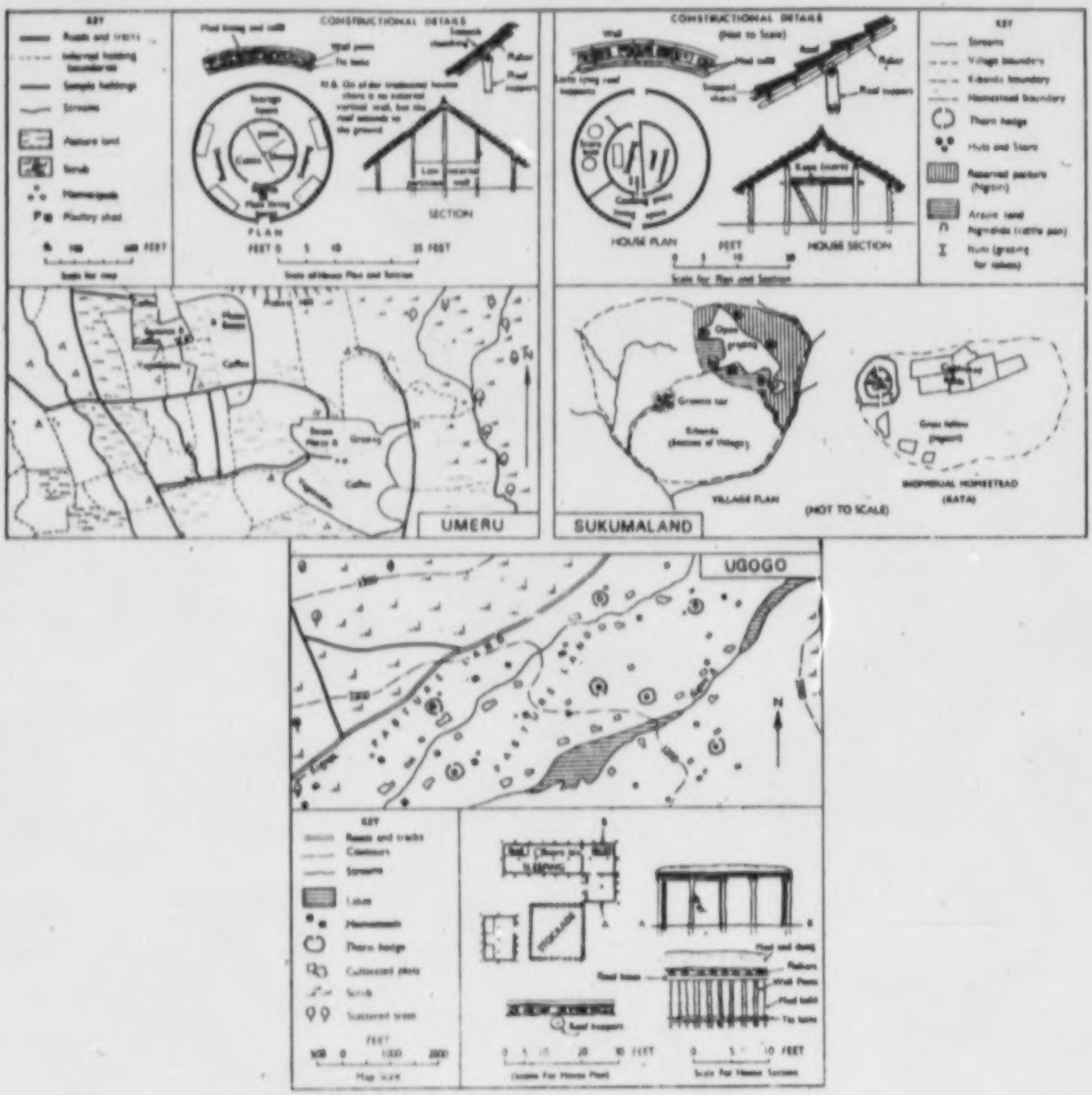
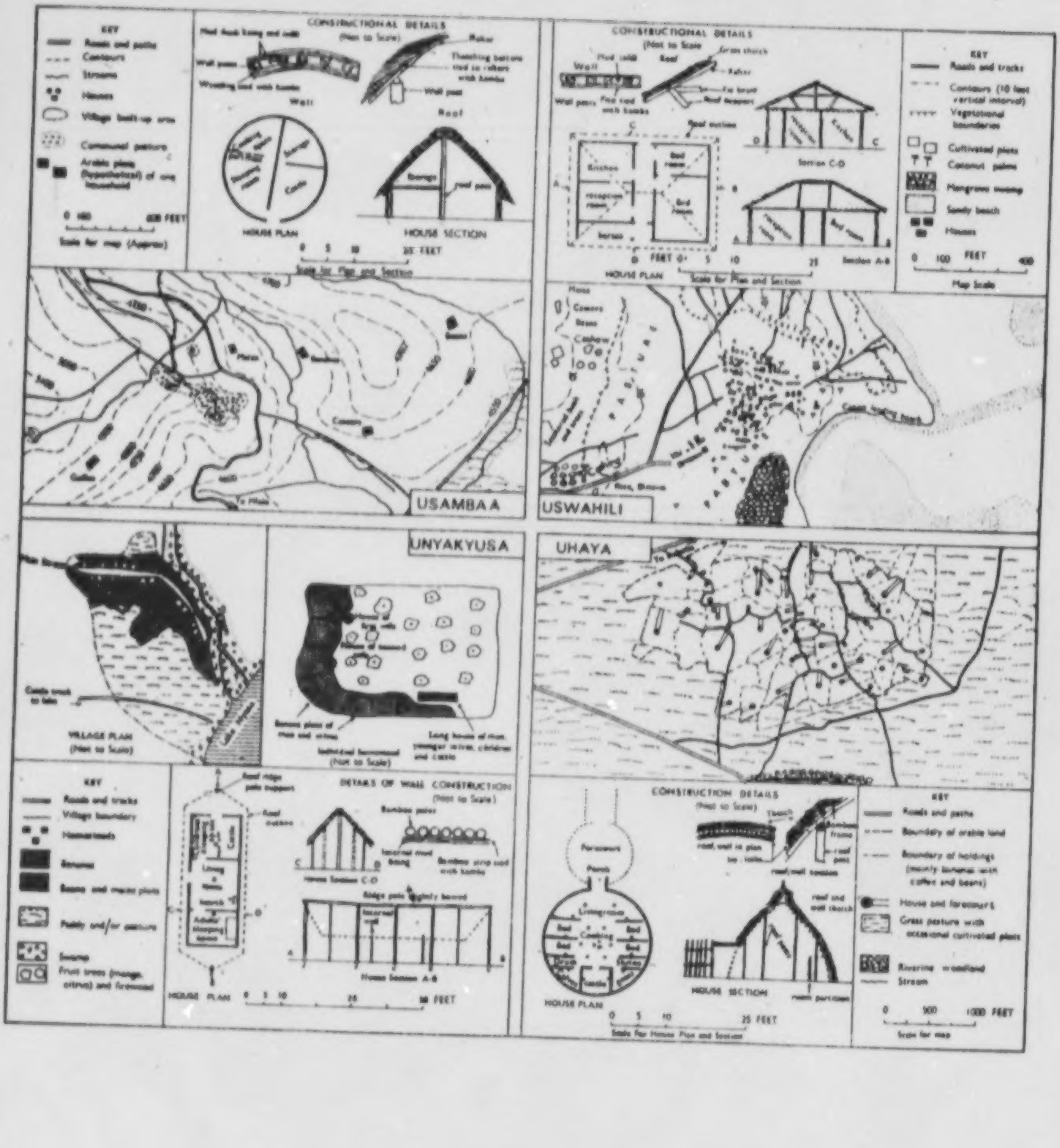
*The maps in this special lesson are taken from Tanzania in Maps, L. Berry, Africana Publishing Cooperation: New York, 1971.

HOUSES OF DIFFERENT TANZANIAN TRIBES SPECIAL LESSON ELEVEN


KEY
CONSTRUCTIONAL DETAILS
PLAN
SECTION
UMERU
CONSTRUCTIONAL DETAILS
(Not to Scale)
HOUSE PLAN
HOUSE SECTION
Scale for Plan and Section
KEY
VILLAGE PLAN
(NOT TO SCALE)
INDIVIDUAL HOMESTEAD
SUKUMALAND
UGOGO
KEY
Roads and tracks
Contours
Streams
Thorn hedge
Cultivated plots
Scrub
Scattered trees
FEET
Map scale
FEET
Scale For House Plan
Scale For House Section

NYUMBA ZA MAKABILA MBALIMBALI ZA TANZANIA


KEY
Roads and paths
Contours
Streams
Houses
Village built-up area
Communal pasture
Arable plots (hypothetical) of one household
Scale for map (Approx)
CONSTRUCTIONAL DETAILS
(Not to Scale)
Wall posts
Wall
Roof
Rafter
Wall post
Storage
HOUSE PLAN
HOUSE SECTION
0 5 10 25 FEET
Scale for Plan and Section
USAMBAA
CONSTRUCTIONAL DETAILS
(Not to Scale)
Wall
Mud infill
Roof
Grass thatch
Rafter
Roof supports
Wall posts
Kitchen
reception room
Bed room
Section C-D
Section A-B
HOUSE PLAN
Scale for Plan and Section
KEY
Roads and tracks
Contours (10 feet vertical interval)
Vegetational boundaries
Cultivated plots
Coconut palms
Mangrove swamp
Sandy beach
Houses
0 100 FEET 400
Map Scale
Comoro
Cashew
PASTURE
USWAHILI
UNYAKYUSA
VILLAGE PLAN
(Not to Scale)
Individual homestead
(Not to Scale)
KEY
Roads and tracks
Village boundary
Homesteads
Bananas
Beans and maize plots
Paddy and/or pasture
Swamp
Fruit trees (mango, citrus) and firewood
HOUSE PLAN
DETAILS OF WALL CONSTRUCTION
(Not to Scale)
Bamboo poles
Roof ridge pole supports
House Section C-D
House Section A-B
0 5 10 25 50 FEET
UHAYA
CONSTRUCTION DETAILS
(Not to Scale)
Thatch
Forecourt
Porch
Livingroom
Cooking
Bed
Cattle
HOUSE PLAN
HOUSE SECTION
0 5 10 25 FEET
Scale for House Plan and Section
KEY
Roads and paths
Boundary of arable land
Boundary of holdings (mainly bananas with coffee and beans)
House and forecourt
Grass pasture with occasional cultivated plots
Riverine woodland
Stream
0 500 1000 FEET
Scale for map

AFRICAN LIFE

Lesson Twenty-Nine

Description:

When you arrive in Africa you will see that the life of many people is very different from the life of Americans. For example, many live in small villages instead of cities like American cities. In many villages there are no water faucets (i.e. no plumbing). And if there is no plumbing, people draw their water from a river or well. Also sometimes you will see that there is no electricity. Therefore, it's necessary to get up early in the morning when the sun rises and to sleep early at night when darkness comes.

Questions About Language and Customs

Here are some additional proverbs to learn and talk about:

1. *Kujikwaa si kuanguka, bali ni kwenda mbele.*
2. *Kupotea njia ndiko kujua njia.*
3. *Kwenda mbio si kufika.*

MAISHA YA KIAFRIKA

Somo la Ishirini na Tisa

Habari:

Ukifika Afrika utaona maisha ya watu wengi ni tofauti sana na maisha ya Wamarekani. Kwa mfano, wengi wanakaa katika vijiji vidogo badala ya miji mikubwa kama miji ya Kimarekani. Katika vijiji vingi hakuna mabomba ya maji. Na kama hakuna mabomba ya maji, watu huteka maji yao mtoni au kisimani. Pia mara nyingine utaona kwamba hakuna umeme. Kwa hiyo, ni lazima kuamka mapema asubuhi linapochomoza jua na kulala usiku mapema giza inapofunga.

Maneno Mapya

mfano(mi-) -- example(s)
badala(ya) -- instead (of)
bomba(ma-) -- pump, pipe(s)
-teka -- draw (water)
kisima(vi-) -- well(s)
mara -- time, occasion(s)
umeme -- electricity, lightning
lazima -- necessity
-amka -- wake up
mapema -- early
-lala -- sleep
usiku -- night
giza -- darkness
-funga -- close

Shughuli Muhimu

Communication: Describe what you think happens during a typical day in the village pictured in Lesson 28. Think about what you want to say on this topic and then give a SPIEL to the rest of the class. If you find that you have too much you want to say for an oral exercise, like the SPIEL, then write out your description first and then read it to the class. Answer any questions that they may have.

Structure: Change the following sentences as they are changed in the example.

Nilikuona katika mji. ---- *Nilikuona mjini.*

Nilitaka kwenda katika nyumba. ----- ______________________.

Nilianguka katika kisima. ----- ______________________.

Nilikwenda katika shule. ----- ______________________.

Nilinunua chakula katika duka. ----- ______________________.

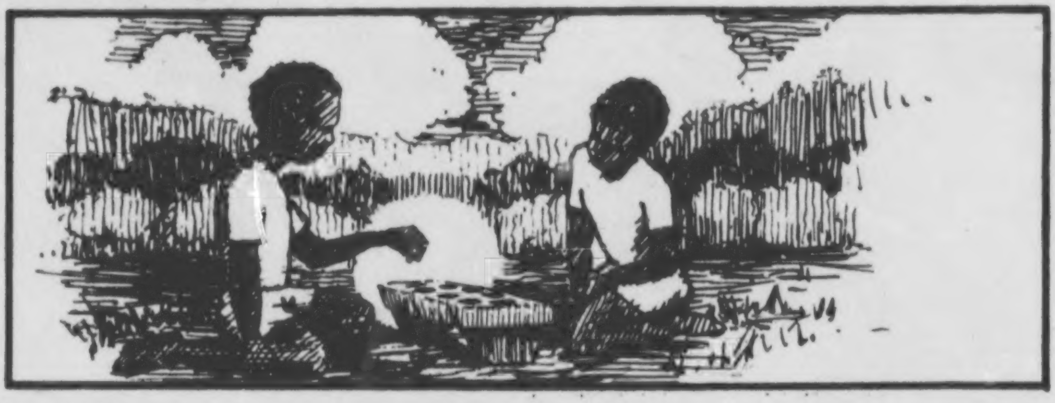
Communication: Make up a conversation using as many of the following words as you can.

tofauti na
Mtanzania
Mmarekane
kijiji
-a kizungu
-jua

mila
desturi
nchi
mji
-a Kitanzania
maisha

Shughuli Zaidi

Comprehension: Ask the teacher to explain what is going on in this picture.



HADITHI:

*MWENYE NIA MBOVU NDIYE ATAKAYEINGIA KISIMANI**

Palikuwa na mfalme mmoja, akakusanya watu wake wa jamaa akawaambia "Chimbeni kisima hapa karibu na barabara." Wakamjibu "Kwa nini unatutaka tuchimbe kisima, kitafaa nini?" Mfalme akawaamuru "Haya chimbeni."

"Chimba, chimba, chimba mkalavu (shimo)
Hajulikani mwema na mwovu
Ila mwenye nia mbovu,
Ndiye atakayeingia kisimani."

Basi, wakachimba kisima kirefu, wakakimaliza, wakarudi nyumbani. Asubuhi yake, mfalme akaondoka akaenda kisimani, akatazama ndani yake, akamwona mwana wake, akamwuliza yu nani? Akajibu "Mimi mtoto wako Baba." Mfalme akawaamuru watu wake "Fukieni." Alipokwisha kusema hivi, mtoto akamwomba, akisema "Baba yangu, mimi ni mtoto wako, niondoe." Baba yake akamjibu "Siwezi kukuondoa kwa sababu sasa nimeona nia zako mbovu. Usingalikuwa na nia mbovu, hungalianguka kisimani."

Basi, watu wa mfalme wakafukia shimo, wakamzika mtoto yule, akafa.

*Taken from *Elimu ya Kiswahili*, *Kitabu cha Pili* by E.G. Morris and R.A. Snoxall (1964), Longmans of Tanzania: Dar-es-Salaam, 1965.

KINSHIP TERMS

Lesson Thirty

Description:

In an African family there is a difference between the names of the relatives of the mother and the relatives of the father. In American families, there is no difference. For example, in Swahili you call the brother of your father your '*amu*' but you call the brother of your mother your '*mjomba*'. In English, you call them both 'uncle'. Look at this picture to learn the names of your parents' sisters.

Questions About Language and Customs

In this lesson, the diagram shows the names which you would use for your relatives. Find out how they would call each other, and you. For instance:

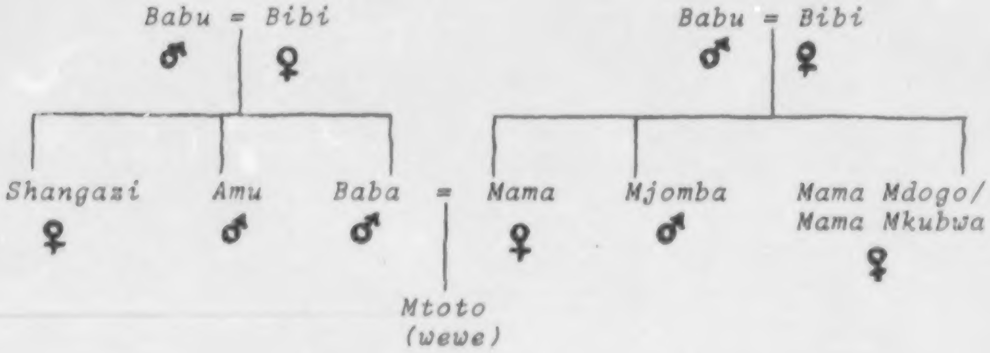
1. What does your *babu/bibi* call you?
2. What does your *shangazi/amu* call you?
3. What does your *shangazi/amu* call your mother?
4. What does your *mjomba/mama mdogo* call your father?
5. What does your *shangazi/amu* call your *mjomba/mama mdogo?*
6. What does your *mjomba/mama mdogo* call your *shangazi/amu?*
7. What does your *mama* call your *shangazi/amu?*
8. What does your father call your *mjomba/mama mdogo?*
9. What do your grandparents call your parents' siblings, and what do they call them in turn?
10. What do your parents call the spouses of their siblings?
11. What do you call the children of your *shangazi/amu/mjomba/mama mdogo?*

MAJINA YA UKOO

Somo la Thelathini

__Habari:__

Katika jamaa ya Kiafrika kuna tofauti baina ya majina ya ndugu wa mama na ndugu wa baba. Katika jamaa za Kimarekani hakuna tofauti. Kwa mfano, kwa Kiswahili unamwita ndugu mwanamume wa baba yako 'amu' lakini unamwita ndugu mwanamume wa mama yako 'mjomba'. Kwa Kiingereza, unwaita wote wawili 'uncle'. *Angalia picha hii kujifunza majina ya ndugu wanawake wa wazazi wako:*



__*Maneno Mapya*__

jamaa -- family
baina(ya) -- between
-ita -- call
mwanamume(wanaume) -- man (men)
amu -- paternal uncle
mjomba -- maternal uncle
Kiingereza -- English language
picha -- picture
mwanamke(wanawake) -- woman (women)
mzazi(wa-) -- parent, from *-zaa* (give birth)
shangazi -- paternal aunt
mama mdogo -- younger maternal aunt, i.e. younger than your mother.
mama mkubwa -- older maternal aunt, i.e. older than your mother.

Shughuli Muhimu

Vocabulary: Write out, in Swahili, definitions for the following words:

mama
baba
shangazi
mama mdogo
mjomba
amu
babu
bibi

Comprehension: Listen while the teacher gives a SPIEL using as many of the following words as possible; remember to follow the procedure outlined in Lesson 21.

bibi
mama
mtoto
-olewa
-ishi
babu
baba
ndugu
-oa
nyumbani

Communication: Now each of you should try and do your own SPIEL using as many of the words as possible from either list above.

Shughuli Zaidi

Comprehension and Structure: Fill in the blanks below. You will need some of the new words which you should have collected by asking the cultural questions.

Mama ni mtoto wa ______________________________.
Bibi ni mzazi wa ______________________________.
Babu ni mume wa ______________________________.
Mama ni mke wa ______________________________.
Mimi ni ______________________________.
Mimi ni ______________________________ *wa babu na bibi.*
Shangazi ni ______________________________ *baba yangu.*
______________________________ *ni ndugu za mama yangu.*
______________________________ *ni wazazi wa mama yangu.*
______________________________ *ni ndugu mwanamume wa mama yangu.*

Comprehension and Vocabulary: Draw a family tree for your family, putting in the correct Swahili name terms which you will use to refer to them when talking about them to Tanzanians.

HADITHI:

MTOTO UMLEAVYO NDIVYO AKUAVYO*

Hapo zamani palikuwa na mtoto mmoja wa kiume. Alifiwa na baba yake, kwa hivyo alikuwa akiishi yeye na mama yake peke yao.

Alikuwa akisoma shule. Huko shule alikuwa akiviiba vitu vidogo vidogo vya wanafunzi wenzake, kama kalamu, vichongeo, vifutio na hata vitabu na daftari. Alikuwa akimletea mama yake vitu hivyo. Lakini mama yake hakumwambia kuwa kuiba ni kubaya.

Alipokuwa mtu mzima aliendelea na tabia ya kuiba vitu vya watu na kumletea mama yake ambaye alikuwa akifurahi sana. Hata usiku mmoja aliondoka na wezi wenzake kwenda kuiba. Walilivunja duka la tajiri mmoja. Lakini mwizi siku zake ni arobaini; hiyo ndiyo ilikuwa siku yake ya mwisho. Walimwua yule tajiri, wenzake wakakimbia na kumwacha nyuma. Akakamatwa.

Siku ya pili aliletwa mahakmani kwa kosa la kuua. Hakimu alimhukumu anyongwe.

Siku ile ya kunyongwa yule kijana aliulizwa kama alitaka chochote iwe ndiyo haja yake ya mwisho. Akasema alitaka kusema na mama yake. Mama yake alipoletwa kwake, yule kijana alifanya kama kumnong'oneza sikioni. Mara kwa ghafula akaliuma sikio na kukata kipande kidogo. Mama yake akapiga yowe kwa ajili ya maumivu. Watu wote walimtukana yule kijana kwa kitendo chake cha ukatili. Yule kijana akawaambia, "Mama yangu ndiye mtu mbaya. Alinifundisha kuiba. Leo mimi nakufa. Kama angalinilea vizuri na kunikataza nilipokuwa nikiiba utotoni mwangu, ningalikuwa mtu mwema, kwani mtoto umleavyo ndivyo akuavyo."

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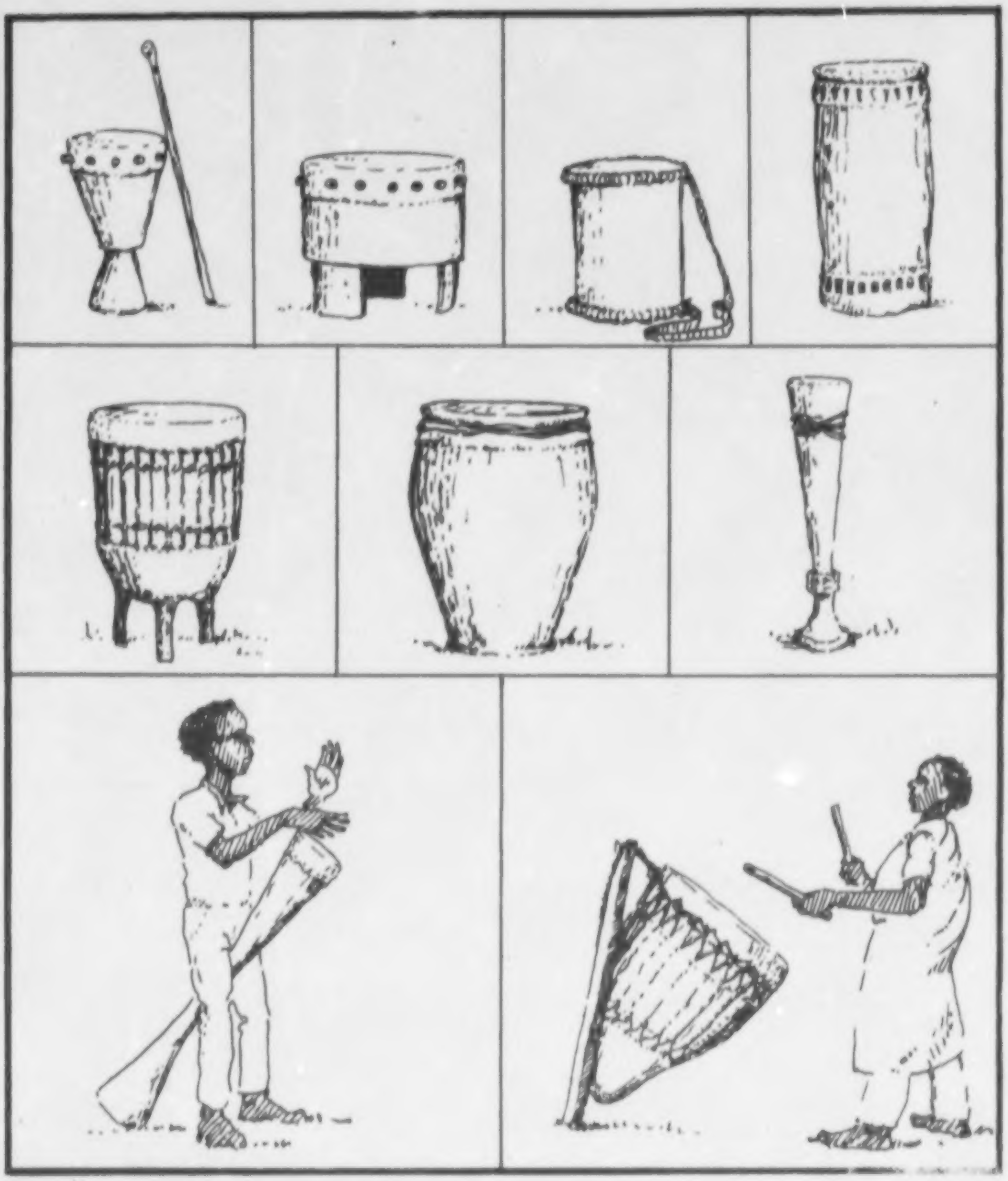
*Taken from *Mafunzo ya Kiswahili*, *Kitabu cha Kwanza*, by M. Kamalkhan and A.S. Yahya, Longman Tanzania Limited: Dar-es-Salaam, 1977, p. 54.

SPECIAL LESSON TWELVE

TANZANIAN INSTRUMENTS



SOMO MAALUM LA KUMI NA MBILI

ALA ZA WATANZANIA

*NGOMA**	DRUMS
Ngoma ni zana za muziki zitoazo sauti kwa njia ya kugongo. Katika Tanzania kuna ngoma nyingi za ukubwa mbalimbali zenye sura au maumbile tofauti ambazo zimewambwa ngozi za wanyama wa jamii ya kamu baridi.	Drums are percussion instruments. In Tanzania there are drums in a multitude of forms and sizes, all having a membrane of reptile or animal skin.
Ngoma nyingi hutengenezwa kutokana na miti laini, nyingine na miti migumu. Sauti katika ngoma hizo mara nyingi hurekebishwa kwa kuzisogeza karibu na joto la moto. Joto hili hukaza ngozi tayari kwa kugongwa.	Almost all drums are made of soft or hard wood. Some of the drums are tuned by the simple process of putting them in front of a fire. The heat tightens the skin of the drums.
Zama hizo ngoma zilitumika katika kutoa ishara kwa ujio wa wageni mashuhuri au kuwaita raia kufika kwenye kijiji cha mtemi au jumbe au sultani. Katika maana hii ngoma za aina hiyo zilikuwa za kuonyesha enzi kwa makabila mengi ya Tanzania.	In olden days drums were used for signalling the approach of visitors and calling people to the chief's village. In this sense these drums were symbols of power in many Tanzanian tribes.
Ngoma nyingi zilitumika kutoa ishara kama ya uzazi, kifo, arusi, mchezo, tafrija, shughuli za jando, au unyago; hata kutoa ishara ya machafuko au maangamizi.	Some of the drums were also used to announce births, deaths, marriages, sporting events, dances, initiation ceremonies or any castrophe.

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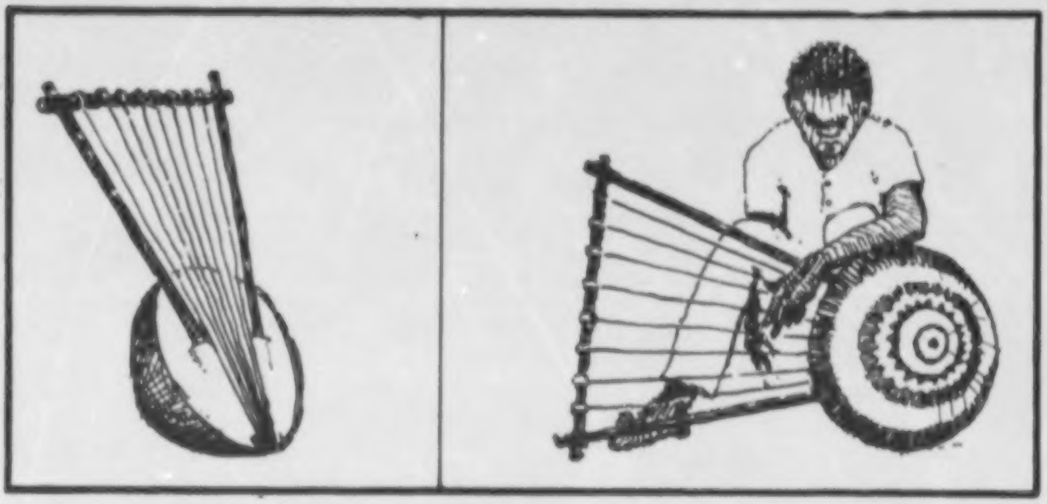
* The texts in this special lesson are adapted from *Ala Zetu* by R. Mselewa, Benedictine Publications: NDanda-Peramiho, 1977.



LITUNGU

Hapo kale walitumia vyano vya miti ili kutengeneza kitungu. Siku hizi hutumia vyano ya chuma au miti. Vyano hivyo huwambwa kwa kutumia ngozi za wanyama wa porini kama nyoka, mijusi, pundamilia na kadhalika.

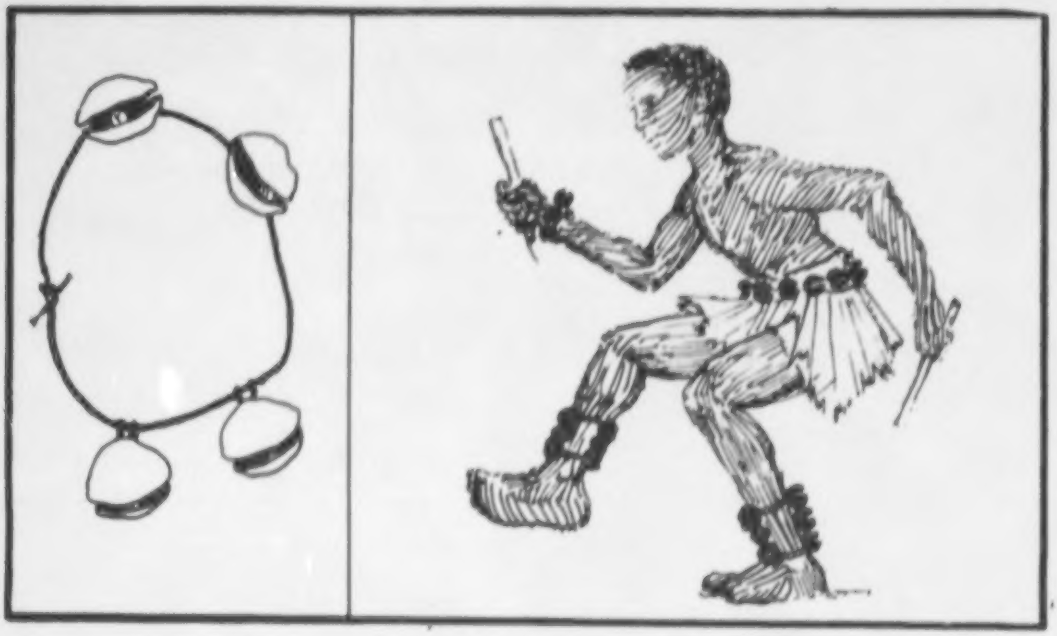
Kamba nane za nailoni huungwa sehemu ya chini ya chano kupitia kabali ndogo na kuvi kuviringishwa kwenye ufito uungwao vijiti vya kila upande. Mchezaji hukaa chini wakati wa kupiga. Sauti ya kimuziki husikika kwa kutikisa nyuzi zake kwa vidole.

Wakurya wa Musoma katika mkoa wa Mara ni bingwa wa ala hiyo.

In the past, a wooden bowl was used to form the body of this instrument called litungu (Tanzanian lyre) but nowadays a metal pan can be used for the same purpose. Usually an animal skin, snakeskin, or lizardskin is stretched over the body.

Eight nylon strings are attached to the base of the metal pan across a wedge, which consists of small wooden strips held in position, and then they are twisted round the cross bar. The player sits on the ground and plucks the strings with the fingers.

The Kurya of Musoma in the Mara region are good at this instrument.



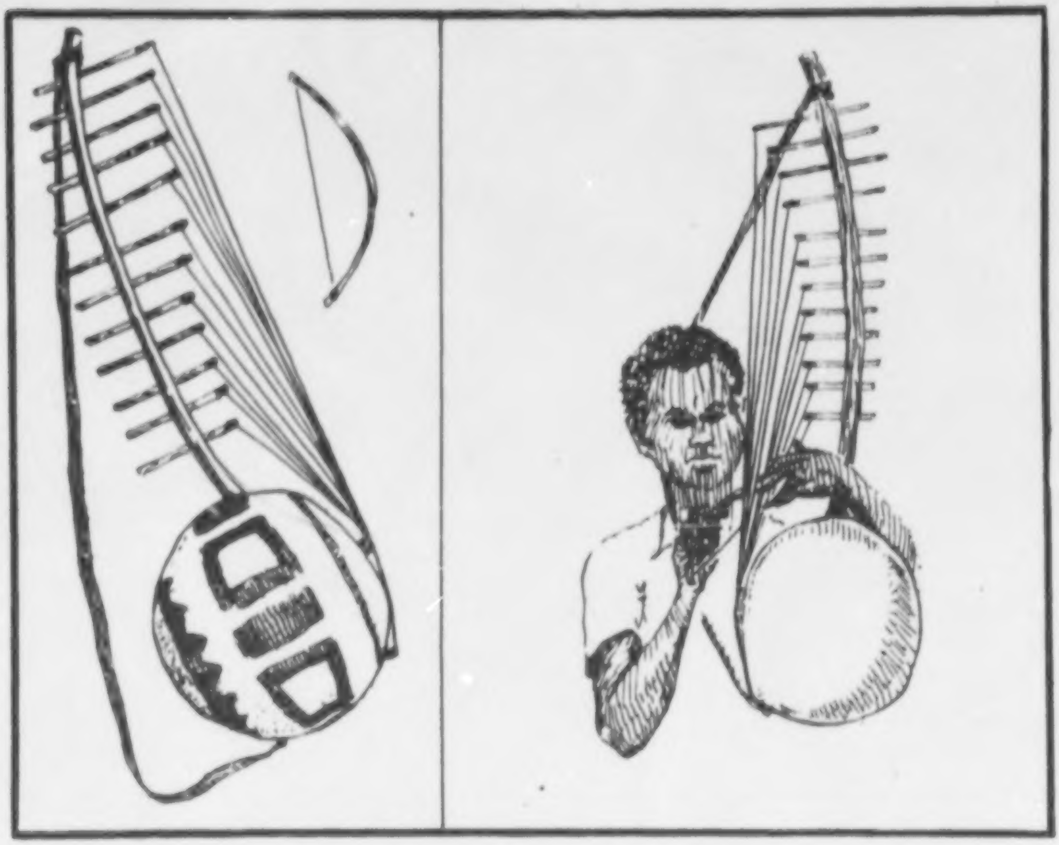
NJUGA

Njuga ni ala za musiki vilivyo kama vikengele umbo la maharagwe. Vitu vya chuma vya mviringo hutiwa ndani kupitia vipenyo vyao. Wachesa ngoma husivaa kuzunguka vifundo vya miguu au viunoni.

Njuga hupatikana katika mikoa mingi ya Tanzania.

'Njuga' (metal balls) are small hollow bean-shaped bells with tiny metal balls placed inside through a small opening. Dancers wear them around the ankles or waists.

'Njuga' are found in most regions of Tanzania.



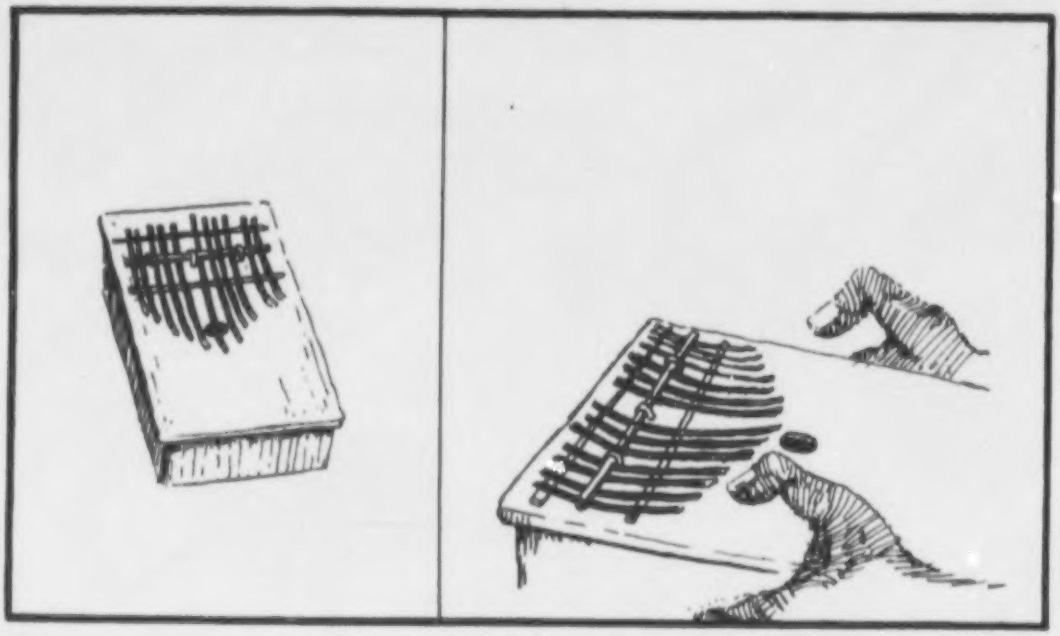
IZEZE

Izeze ni zeze la Kigogo lenye nyuzi kuanzia tatu mpaka kumi na mbili na zaidi. Muziki katika ala hiyo husikika kwa kusugua nyuzi zake kwa upindi mdogo. Muziki huo kutumika wakati wa hadithi katika sheria za arusi na za Serikali.

Wagogo ni bingwa wa ala hiyo.

'Izeze' (The Gogo Stick Zither) is a stick zither with three to twelve or more strings. The strings are made to vibrate by drawing a small bow across them. It is widely used for accompanying and providing background music in story telling, in wedding ceremonies and National Festivals.

The Gogo are good at this instrument.



MARIMBA YA MKONO

Marimba hayo hutengenezwa kutokana na vijisanduku vya mbao na juu yake vipande vyebamba vya chuma hupangwa kwa urefu tofauti. Zamani Babu zetu walitumia ndimi nyembamba za miti au mianzi na kusipanga juu ya vijisanduku hivyo ambavyo vilifanya na vinafanya kazi kama virudisha sauti.

Marimba ya namna hiyo huonekana katika mikoa mingi ya Tanzania.

These 'marimba' (hand piano) have flat hollowed wooden cases with key boards of thin metal or iron strips. In olden days they consisted of a series of wooden or bamboo tongues set into these flat hollowed cases which acted as box-resonators.

This type of hand piano is found in most regions of Tanzania.

NYUMBANI KWA WATANZANIA

AT HOME WITH TANZANIANS

Fungu la Sita

Unit Six

No matter how much Swahili you know when you arrive in Tanzania, you will always find words you haven't learned. And no matter how much you have learned about the cultural differences between Tanzania and America, you will undoubtedly stumble upon some customs which you've never heard of. For this reason, it becomes very important to be prepared to make mistakes, carry on in spite of them, and learn from them without feeling ashamed or embarassed because you have made a blunder. This unit of lessons is, therefore, designed to prepare you for making mistakes and learning from them. At the same time it will introduce you to certain aspects of Tanzanian home life which differ from America. If you finish the lessons in this unit you will know about:

--How to buy a bus ticket and find out about when the bus leaves....................(Lesson 31)

--Tanzanian families..........................(Lesson 32)

--Tanzanian homes.............................(Lesson 33)

--Tanzanian bathrooms/toilets..................(Lesson 34)

--Tanzanian cooking............................(Lesson 35)

The last lesson in this unit (Lesson 36) is a short Swahili story about visiting friends.

TRAVELLING BY BUS

Lesson Thirty-One

Play about a Foreigner at the Bus Station

Foreigner: (What's) news brother? I want to go to Mwanza.
Ticket Seller: Do you want a one-way ticket or round-trip?
Foreigner: Round-trip.
Ticket Seller: It's sixty-five shillings.
Foreigner: Very well. Could I have one ticket... Thank you. When does the bus leave?
Ticket Seller: There are three buses: one which leaves in the morning, one (in the) afternoon, and one (at) night. When do you want to go?
Foreigner: I don't know. My friend who invited me to go with him hasn't told me yet.
Ticket Seller: Hey *baba/mama*, is this journey of yours the first time (you've) travelled?
Foreigner: Yes, my friend whom I work with invited me to his parents' home.
Ticket Seller: (That's) nice. I hope you'll be content. Our country is very fine.
Foreigner: Thank you. Perhaps you can tell me the hours when the buses leave so I could tell my friend.
Ticket Seller: Yes. The morning bus leaves at eight a.m. (U.S. time), the afternoon one at 2 p.m., and the night bus at 9 p.m.
Foreigner: Thank you very much. Goodbye.
Ticket Seller: Have a good trip.

Questions About Language and Customs

Ask your teacher how to use the expression *kina* or *akina* when referring to a family or group of people.

KUSAFIRI KWA BASI

Somo la Thelathini na Moja

Mchezo wa Mgeni Katika Kituo Cha Basi

Mgeni:	*Hujambo ndugu? Ninataka kwenda Mwanza. Bei gani nauli?*
Muuzaji Tikiti:	*Unataka tikiti ya kwenda tu, au kwenda na kurudi?*
Mgeni:	*Kwenda na kurudi.*
Muuzaji Tikiti:	*Ni shilingi sitini na tano.*
Mgani:	*Vema. Nipe tikiti moja...Asante. Je, basi litaondoka saa ngapi?*
Muuzaji Tikiti:	*Yako mabasi matatu: moja linaloondoka asubuhi, jingine alasiri, na jingine usiku. Unataka kuondoka lini?*
Mgeni:	*Sijui. Rafiki yangu ambaye nitakwenda naye hajaniambia.*
Muuzaji Tikiti:	*Je baba/mama, hii safari yako ni mara ya kwanza kusafiri?*
Mgeni:	*Ndiyo, rafiki yangu ninayefanya kazi naye alinikaribisha nyumbani kwa wazee wake.*
Muuzaji Tikiti:	*Vizuri. Natumaini utastarehe. Nchi yetu nzuri sana.*
Mgeni:	*Asante. Labda unaweza kuniambia saa za mabasi kuondoka nimwambie rafiki yangu.*
Muuzaji Tikiti:	*Ndiyo. Basi la asubuhi linaondoka saa mbili, la alasiri saa nane, na la usiku saa tatu.*
Mgeni:	*Asante sana. Kwa heri.*
Muuzaji Tikiti:	*Safari njema.*

Maneno Mapya na Miundo Mipya

nauli -- fare
tikiti -- ticket
-rudi -- return
-ngapi -- how many?
basi(ma-) -- bus(es)
-ondoka -- leave, depart
linaloondoka -- it (*basi*) which leaves
amba- -- who, whom, which
ambaye -- (person) who
safari -- journey(s)
-safiri -- travel
ninayefanya kazi naye -- (person) whom I work with
-tumaini -- hope, expect

Shughuli Muhimu

Vocabulary and Communication:

PASSWORD: Divide yourselves into two-person teams. If there is an odd number, then that person will be the one who will show the words to the team members. If not, then the teacher will do it. The teacher will make up a list of words, either from this lesson or previous lessons, and it is the goal of this game to guess what the words are on the basis of single sentence clues. One member from each team gets to look at the word. Then these members take turns giving their partner clues which they hope will enable them to correctly guess the word. The clue sentences may not contain the word which is being guessed itself. Any team who correctly guesses a word gets a point; the team with the most points at the end of the class "wins". It is important to alternate the roles of guesser and clue-giver on each team whenever a new word is chosen, so that both team members get a chance to make up clues as well as to try guessing from clues given by their opponent.

Communication: Make up a conversation using as many of the following words as you can:

orodha (schedule)
gari la moshi (train)
kituo
tikiti
nauli
safari
maili (mile)
-enda
-nunua
-rudi

Shughuli Zaidi

Structure: Play a game of CROSSWITS, (see Lesson 20) again focusing on working with verbs which you haven't practiced very much.

Comprehension: Listen while the teacher gives you a SPIEL (Lesson 21) about a bus trip which he or she took in Tanzania.

WIMBO:

TAZAMA RAMANI *

Tazama ramani: Utaona nchi nzuri
Yenye mito na mabonde mengi ya nafaka.
Nasema kwa kinywa, halafu kwa kusitiri
Nchi hiyo mashuhuri huitwa Tanzania.
Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Nyerere ameukomesha.

Chemchemi ya furaha ama nipe tumaini,
Kila mara kwako niwe nikiburudika.
Nakupenda hasa hata nikakufasiri,
Nitalalamika kukuacha Tanzania.
Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Karume ameukomesha.

Nchi yenye asimio lenye tumaini,
Ndiwe peke yako mwanga wa Watanzania
Ninakuthamini hadharani na moyoni,
Unilinde nami nikulinde hata kufa.
Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi CHAMA kimukomesha.

Tazama ramani: Utaona nchi nzuri
Yenye mito na mabonde mengi ya nafaka.
Nasema kwa kinywa, halafu kwa kusitiri
Nchi hiyo mashuhuri huitwa Tanzania.
Majira yetu haya yangekuwaje sasa?
Utumwa wa nchi Nyerere ameukomesha.

Maneno:

bonde(ma-) -- valley(s)
nafaka -- grain in general
kinywa(vi-) -- mouth(s)
-sitiri -- conceal
mashuhuri -- famous, well-known
majira -- season; course (as in navigation)
utumwa -- slavery
-komesha -- remove, end, do away with
chemchemi -- spring (of water)
tumaini -- hope, trust
-burudika -- be refreshed, comforted
-fasiri -- translate, explain
-lalamika -- beg for mercy
-acha -- leave behind
azimio -- purpose, plans
mwanga -- light, that which gives light
-thamini -- appraise, put value on
hadhari -- caution, care
moyo(mi-) -- heart
-linda -- watch over

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* Taken from Nyimbo Zetu, *Baraza la Muziki la Taifa,* Dar-es-Salaam, 1978.

BEING WELCOMED HOME BY TANZANIANS

Lesson Thirty-Two

Conversation:

Tanzanian:	Welcome to the house.
Foreigner:	Thank you. Oh! I see that your family is big.
Tanzanian:	Yes! These are our traditions. We must live together.
Foreigner:	And everyone lives here?
Tanzanian:	Yes. Also sometimes we build two houses together if there isn't enough space in one house. Come and greet my parents. This is my mother, and this is my father together with my relatives: this is my (paternal) aunt, this is my (paternal) uncle and this is my (older) brother.
Foreigner:	I am happy to know them. I think that I won't be able to remember all their names because they (names) are so many.
Tanzanian:	It's nothing. You will be accustomed after staying with us for awhile.

Questions About Language and Culture

The word *mgeni* has more than one translation in English: 'foreigner', 'guest', visitor', 'stranger'. How would you define the meaning of this word to account for all the different ways in which it can be used? While we distinguish between known visitors and unknown ones (strangers), this distinction does not exist in Swahili. What does this suggest to you about the difference between these two kinds of visitors in East Africa?

KUKARIBISHWA NYUMBANI KWA WATANZANIA

Somo la Thelathini na Mbili

Mazungumzo:

Mtanzania: Karibu nyumbani.
Mgeni: Asante. Alaa! Naona familia yako ni kubwa.
Mtanzania: Ndiyo! Hizi ni desturi zetu. Lazima tuishi pamoja.
Mgeni: Na wote wanaishi hapa?
Mtanzania: Ndiyo. Pia mara nyingine tunajenga nyumba mbili pamoja kama hakuna nafasi ya kutosha katika nyumba moja. Njoo uwaamkie wazazi wangu. Huyu ni mama yangu, na huyu baba yangu pamoja na ndugu zangu: huyu ni shangazi yangu, huyu ni amu wangu, na huyu ni kaka yangu.
Mgeni: Ninafurahi kuwafahamu. Nafikiri sitaweza kukumbuka majina yote kwa sababu ni mengi.
Mtanzania: Si neno. Utazoea baada ya kukaa na sisi kwa muda.

Maneno Mapya na Miundo Mipya

familia -- family
-amkia -- greet, from *-amka* (wake up)
ninafurahi -- I am (generally) happy
-fahamu -- understand, know
-kumbuka -- remember
neno(ma-) -- word(s)
si neno -- it's nothing, it's okay, it doesn't matter
-zoea -- become accustomed, get used to
muda(mi-) -- period(s) of time

Shughuli Muhimu

Structure: Fill in the appropriate concord; notice that different concords are used for name terms, as opposed to *m-/wa-* nouns.

Examples: *mtoto wangu* *watoto wangu*
rafiki yangu *marafiki zangu*

mzee ___angu
mume ___ako
baba ___ake
mke ___ako
wake ___ao
mabibi ___ao

watoto ___etu
makaka ___etu
bibi ___ako
mababa ___etu
dada ___angu

kaka ___angu
mtoto ___ako
madada ___enu
wazee ___angu
mzazi ___ako

Communication and Comprehension: Make up a list of all the proverbs which you have learned so far. Then divide yourselves into two teams and play a game of CHARADES where you try to guess what proverb is being acted out.

> CHARADES: Using the list of proverbs, this game must be played slightly differently than standard CHARADES because everyone knows the set of possible answers. For this reason it is usually important to set a time limit of 4-5 minutes for guessing the proverb, and, of course, disallow students from merely reading down the list of proverbs until they get the right answer. This game can be interesting because there are two ways to mime proverbs:
>
> 1. By miming it word for word as in standard CHARADES;
> 2. By miming a situation in which the proverb could be appropriately used.
>
> To begin, one member from one team is told which proverb to act out. He or she acts it out for his or her own team until they guess it or the time limit is up. He or she may not speak during the miming, but any kind of sign language which helps the team get the right answer is acceptable. Teams alternate trying to guess proverbs.

Shughuli Zaidi

Communication: After you have gone through the following play, as a class write in additional characters and dialogues so that everyone in the class can participate. Then act out the play together.

Mchezo:

*DAUDI, MKE WAKE FATUMA NA MGENI WAO BAKARI**

Fatuma: Ah Daudi, mbona mgeni hajatokea?
Daudi: Usiwe na wasiwasi. Atakuja sasa hivi.
Fatuma: Lakini alituarifu kuwa atafika saa tano unusu na sasa ni karibu saa saba.
Daudi: Ah, pengine ni kwa sababu ya magari mengi njiani. Lakini umemwandalia nini?
Fatuma: Nimemchinjia yule kuku wetu mkubwa. Je, wewe waonaje?
Daudi: Ah, sawa tu. Hata kama ingewezekana, ungemchijia yule mbuzi wetu mnono. Hakuna neno. Chakula ni chakula tu.

(Mara mgeni anabisha hodi)

Bakari: Hodi! Hodi!

(Ndani Daudi na Fatuma wananong'onezana kisha Daudi anakwenda kufungua mlango.)

Daudi: Karibu Bakari, karibu. Tafadhali kaa kitako.
Bakari: Asante ndugu. Habari za nyumbani.
Daudi: Nzuri tu, lakini joto ndilo limezidi. Je, habari za kwenu?
Bakari: Njema tu.

(Fatuma anaingia kwa furaha na kumsalimu Bakari)

Fatuma: Bakari hujambo? Habari za nyumbani kwenu?
Bakari: Sijambo bibi. Watu wote hawajambo tu. Hatujui ninyi.
Fatuma: Ah, sisi hatujambo pia.

(Fatuma anatoka kwenda jikoni kuleta chai)

Fatuma: Haya, karibu unywe chai upate kupumzika.
Bakari: Asante sana.

(Basi hapo wanaume hao wawili wanaendelea na kunywa chai. Fatuma anarudi jikoni na mara anakuja na wali na mchuzi wa kuku.)

Fatuma: Haya karibu Bakari, nafikiri unaona njaa sana.
Bakari: Ah, si sana, maana nilikula kidogo kabla ya kuondoka nyumbani asubuhi.
Daudi: Usione haya Bakari. Hapa ni kama nyumbani kwenu. Tule ili tupate kuzungumza zaidi.

(Wanakula)

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*Adapted from *Mafunzo wa Kiswahili*, *Kitabu Cha Kwanza*, by M. Kamalkhan and A.S. Yahya, Longman Tanzania Limited: Dar-es-Salaam, 1977, p. 73.

SPECIAL LESSON THIRTEEN

A STORY OF A RABBIT WHO WANTED SOUP

Siku moja Sungura mweupe alipata kabeji, akawaza, 'Nitaifanya nini kabeji hii?' Nimekwisha jua la kuifanya, nitaipika supu tamu. Basi akaichukua kabeji ile mpaka nyumbani kwake. Lakini alipofika kwenye nyumba yake ndogo, hakuweza kufungua mlango, akasema kwa sauti ya nguvu,

"Nani yumo nyumbani mwangu?"

Akasikia sauti kubwa sana iliyomjibu:

'Ni mimi mbuzi mkubwa sana;
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula.'

Sungura aliposikia maneno hayo aliogopa sana.

Sungura akakimbia tep-tep-tep mpaka alipomkuta nguruwe; akamwambia nguruwe, 'Tafadhali, Nguruwe, njoo. Nilipata kabeji nami nilitaka kuipika supu tamu sana. Nikaenda nayo upesi nyumbani kwangu, lakini nilipofika, sikuweza kufungua mlango. Nikasikia sauti kubwa iliyosema,

"Ni mimi mbuzi mkubwa sana;
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula."

'Tafadhali nisaidie, Nguruwe.'

Lakini Nguruwe akasema, 'Nasikitika siwezi kukusaidia kwa sababu hata mimi namwogopa huyo mbuzi mkubwa.'

Basi Sungura akakimbia tep-tep-tep mpaka alipomkuta ng'ombe, akamwambia ng'ombe, 'Tafadhali, Ng'ombe, njoo.' Nilipata kabeji nami nilitaka kuipika supu. Nikaenda nayo upesi nyumbani kwangu, lakini nilipofika, sikuweza kufungua mlango. Nikasikia sauti kubwa iliyosema,

"Ni mimi mbuzi mkubwa sana;
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula."

SOMO MAALUM LA KUMI NA TATU

KISA CHA SUNGURA ALIYETAKA SUPU*

'Tafadhali nisaidie, Bibi Ng'ombe.'

Lakini Ng'ombe akasema, 'Nasikitika siwezi kukusaidia kwa sababu hata mimi namwogopa huyo mbuzi mkubwa.'

Basi Sungura akakimbia tep-tep-tep mpaka alipomkuta mbwa, akamwambia mbwa, 'Ah, Mbwa, tafadhali njoo. Nilipata kabeji nami nilitaka kuipika supu. Nikaenda nayo upesi nyumbani kwangu, lakini nilipofika, sikuweza kufungua mlango. Nikasikia sauti kubwa iliyosema,

"Ni mimi mbuzi mkubwa sana;
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula."

'Tafadhali nisaidie, Bwana Mbwa.'

Lakini Mbwa akasema, 'Nasikitika siwezi kukusaidia kwa sababu hata mimi namwogopa huyo mbuzi mkubwa. Basi Sungura akakimbia tep-tep-tep mpaka alipomkuta Nyuki. Sungura akamwambia, 'Bwana Nyuki, njoo. Nilipata kabeji nami nilitaka kuipika supu. Nikaenda nayo upesi nyumbani kwangu, lakini nilipofika, sikuweza kufungua mlango. Nikasikia sauti kubwa iliyosema,

"Ni mimi mbuzi mkubwa sana;
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula."

'Tafadhali nisaidie, Bwana Nyuki. Nguruwe hawezi kunisaidia; Ng'ombe hawezi kunisaidia; Mbwa hawezi kunisaidia. Lakini wewe waweza kunisaidia kwa sababu u mdogo tena huwezi kuonekana.'

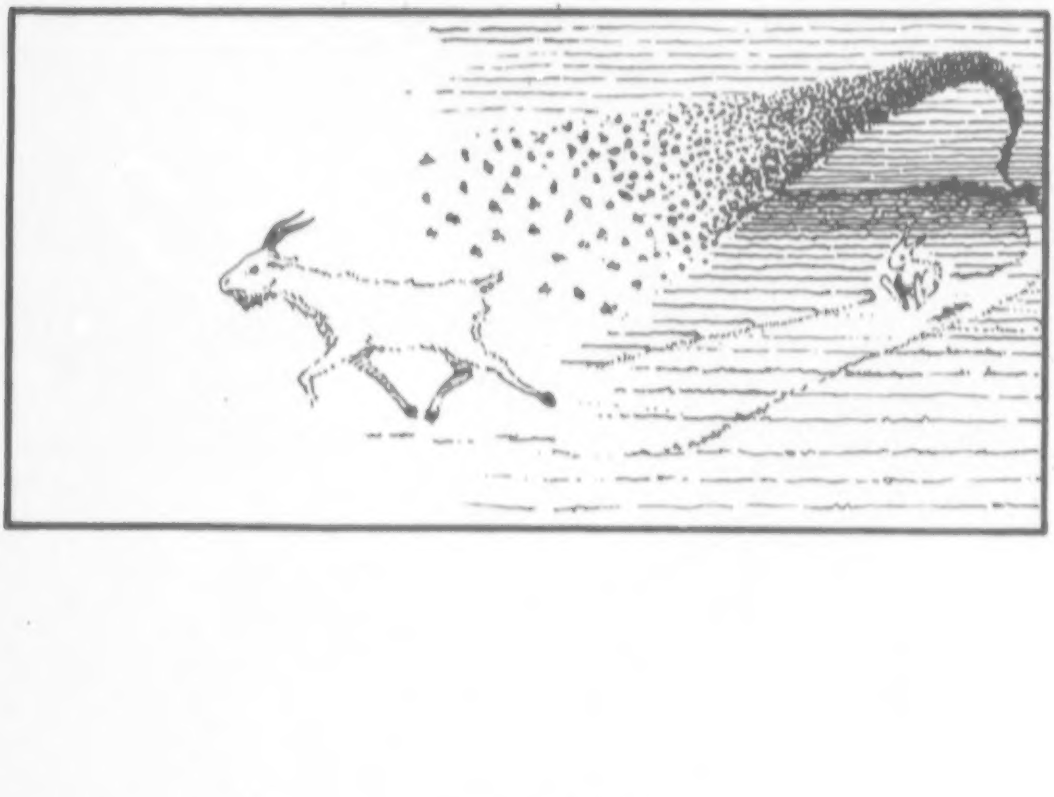
Nyuki asema, 'Twende nyumbani kwako nikamwone Mbuzi Mkubwa huyo. Kwa kweli mimi ni mdogo tena siwezi kuonekana, lakini nitakusaidia.'

Basi Sungura akafuatana na Nyuki mpaka nyumbani kwake, akamwambia yule Mbuzi Mkubwa kwa sauti kubwa.

'Toka nyumbani mwangu, Bwana Mbuzi. Nataka kupika kabeji yangu.' Lakini Mbuzi akajibu; akamwambia,

'Ni mimi Mbuzi Mbaya Mkubwa
Nimekuja kukaa nyumbani humu.
Sasa wewe nenda zako kabisa
Ama sivyo nitakula.'

Basi Nyuki mdogo yule aliruka juu, juu, juu mpaka alipopata bomba la kutolea moshi jikoni, aliingia akashuka chini, chini, chini mpaka akamfikia yule mbuzi alipokuwa. Alimwuma yule Mbuzi Mbaya Mkubwa puani; akamwuma kinywani; akamwuma masikioni; akamwuma mkiani; akamwuma miguuni; akamwuma mwilini mwake mwote. Yule Mbuzi Mbaya Mkubwa akapiga kelele sana: 'Ole wangu! Ole wangu! ninakufa eeeh!' Akatoka nje kwa haraka sana, akakimbia, akakimbia, akakimbia, akaenda zake wala hakuonekana tena tangu siku ile.



Use this page to list some of the new vocabulary you encountered in this reading.

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* Taken from *Mazoezi na Mafumbo*, by A.S. Walford, Oxford University Press: Nairobi, 1951.

LEARNING FROM NOT KNOWING CUSTOMS (I): CONCERNING THE HOUSE

Lesson Thirty-Three

The Conversation Continues:

Foreigner: Your house is very nice. Can I see its rooms?

Tanzanian: Aaaa! _____, what are you saying now? It's not customary to ask about the house. The common room is here in the entrance room only.

Foreigner: Excuse me, I didn't know.

Tanzanian: It's all right, I will show you anyway. Let's go this way...
These two rooms are for sleeping...

Foreigner: But where does everyone in the family sleep? I've only seen four beds in the rooms for sleeping and they were small too.

Tanzanian: Oh! _____, your questions frighten me! We don't ask these questions. But I will answer you. Usually some sleep two or three in one bed and the children sleep on the floor on mattresses or mats.

Questions About Language and Culture

1. What American customs led this foreigner to think it was appropriate to ask to see the rest of his friend's house? What does this lead you to conclude about what Tanzanians would think when you showed them around your home?

2. The common room in the traditional Swahili home is not called a *sebule*, but instead it is called a *baraza*. Ask your teacher to talk about what happens in these common rooms.

Do people eat in them?

Do men and women talk together in them?

What is the appropriate behavior when you first enter one and there are already some people present?

What is appropriate behavior if someone enters the room and you are already seated in it?

KUJIFUNZA KUTOKANA NA KUTOJUA DESTURI (I): KUHUSU NYUMBA

Somo la Thelathini na Tatu

Mazungumzo Yanaendelea:

Mgeni: *Nyumba yenu nzuri sana. Ninaweza kutazama vyumba vyake?*

Mtanzania: *Aaa! _____, sasa unasema nini? Siyo kawaida kuulizia habari za nyumba. Chumba cha wote ni hapa sebuleni tu.*

Mgeni: *Samahani, sikujua.*

Mtanzania: *Si neno, nitakuonyesha tu hata hivyo. Twende huku...*
Hivi viwili ni vyumba vya kulala...

Mgeni: *Lakini watu wote wa familia yako wanalala wapi? Nimeona vitanda vinne tu katika vyumba vya kulala navyo ni vidogo pia.*

Mtanzania: *Ah! _____ maswali yako nayaogopa! Huwa hatuulizi maswali hayo. Lakini nitakujibu. Kwa kawaida wengine hulala wawili au watatu kitanda kimoja na watoto hulala chini kwenye godoro au majamvi.*

Maneno Mapya

-tazama -- look at, regard
chumba(vy-) -- room(s)
-ulizia -- ask for/about, from *-uliza* (ask)
chumba cha wote -- room for everyone, common room.
sebule -- reception room
hata -- even, up to
kitanda(vi-) -- bed(s)
-ogopa -- be afraid
-uliza -- ask (question)
swali(ma-) -- question(s)
-jibu -- reply
chini -- under, below, on the ground or floor
godoro -- mattress(es)
jamvi(ma-) -- piece(s) of floor matting, usually plaited from leaves.

Shughuli Muhimu

Comprehension: Choose the appropriate answer for the following riddles from the list below.

1. *Akitokea watu wote humuona.*
2. *Chang'aa, chapendeza, lakini hakifikiwi.*
3. *Hachelewi wala hakosei safari yake.*
4. *Hesabu haihesbiki.*
5. *Hakionekani wala hakishikiki.*
6. *Haoni kinyaa.*
7. *Hapo nje panapita mtu na miguu mirefu.*
8. *Mlimani sipandi.*
9. *Huwa fanya watu wote walie.*
10. *Kiti cha dhahabu hakikaliwi na watu.*
11. *Haina miguu wala mikono lakini ya beba magogo.*
12. *Hulala tulalapo, huamka tuamkapo.*

Jua, moshi, mvua, hewa, maji, nyota, moto.

Communication: Make up a mini-drama using as many of the following words as you can.

nyumba
desturi
kimarekani
kitanzania
sebule
chakula
wageni
-cheka
-zungumza
-ingia
meza
vita
wanawake
wanaume
kahawa
chai
-kaa
-toka

Shughuli Zaidi

Comprehension and Communication: Now play a game of CHARADES where you act out a little sequence of events, maybe two or three. The guessers must figure out what that sequence is and describe it correctly in Swahili.

Comprehension: Listen while the teacher makes up a SPIEL describing what happens when he or she goes to visit friends in Tanzania. Or if he or she has had any experiences here, have the SPIEL be about a visit to an American home.

SOMO LA THELATHINI NA TATU — KUJIFUNZA KUTOKANA NA KUTOJUA DESTURI (I): KUHUSU NYUMBA

MASHAIRI:

UKULIMA*

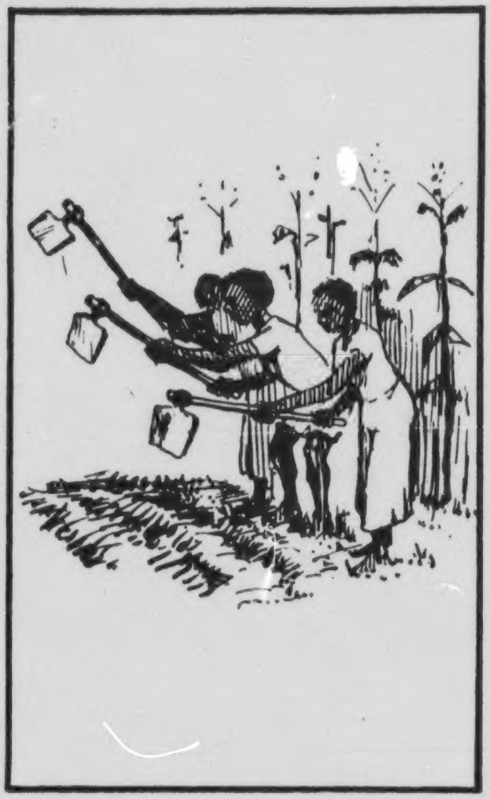
Shime ardhi kuchimba
Tulime ndugu mashamba
Mahindi hadi migomba
Tupande ya kuzidia.

Hima tuteme vichaka
Tupande kila nafaka
Mtama hadi ujaka
Mboga ya kutowelea.

Tena tulime magugu
Tuzipande kila mbegu
Maharagwe hadi njugu
Mashambani kuenea.

Tupande kila mmea
Matunda na mboga pia
Na mbolea kuzitia
Miti ipate afia.

Tusiache hata mua
Na mimea ya maua
Tupande ipate kua
Mazao kuyapokea.



Maneno

shime --	used as call for further effort
ardhi --	earth, soil
-chimba --	dig
mgomba(mi-) --	banana tree(s)
-zidi --	be increased
hima --	haste
-tema --	cut, slash
kichaka(vi-) --	small clump(s) of trees
nafaka --	grain
mtama(mi-) --	millet plant(s)
hadi --	up to, as far as
ujaka --	kind of spinach
gugu(ma-) --	weed(s)
maharagwe --	bean(s)
njugu --	ground nut(s)
-enea --	spread
muwa(mi-) --	sugar cane plant(s)
hata --	even, up to

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* Taken from Mafunzo ya Kiswahili, *Kitabu Cha Kwanza* by M. Kamalkhan and A.S. Yahya, Longman Tanzania Limited: Dar-es-Salaam, 1977, p. 22.

LEARNING FROM NOT KNOWING CUSTOMS (II): IN THE BATHROOM-TOILET

Lesson Thirty-Four

The Conversation Continues:

Foreigner: Please could you show me the bathroom/toilet?

Tanzanian: Come let me show you. It's here. Here is the place for washing and here is indeed the toilet.

Foreigner: Ah! Why isn't there a faucet? Usually in America we would have a water faucet.

Tanzanian: We draw water from a well and put it in the house for all our needs. And when we want to wash we take up water in a container and pour it over the body.

Foreigner: Thank you very much for telling me. And where is the toilet paper?

Tanzanian: Not everyone uses paper. Some use soft leaves. We use water.

Questions About Language and Customs

1. Traditionally, people eat with their right hand and reserve the left hand for more personal use, such as cleanliness in the bathroom. Ask your teacher about left-right hand taboos.

   -- If you are left-handed should you learn to eat with your right hand?

   -- When passing things to someone, which hand should you use? What happens if you use the wrong hand?

2. Americans often find life unbearable without toilet paper. Find out what people think if you carry toilet paper around with you.

KUJIFUNZA KUTOKANA NA KUTOJUA DESTURI (II): MSALANI

Somo la Thelathini na Nne

Mazungumzo Yanaendelea:

Mgeni: *Tafadhali nionyeshe msalani.*
Mtanzania: *Njoo nikuonyeshe. Ni hapa...Usitumie upande huu kwenda haja. Hapa ni mahali pa kuogea, na hapa ndipo chooni.*
Mgeni: *Ah! Kwa nini hakuna bomba? Kwa kawaida kule Marekani tungekuwa na bomba la maji.*
Mtanzania: *Sisi huchota maji kisimani na kuweka nyumbani kwa matumizi yetu yote. Na tunapotaka kuoga lazima tuchote maji kwenye kopo na kujimwagia kwenye mwili.*
Mgeni: *Asante sana kwa kuniambia. Na karatasi za choo ziko wapi?*
Mtanania: *Siyo wote wanatumia karatasi. Wengine hutumia majani laini. Sisi tunatumia maji.*

Maneno Mapya na Miundo Mipya

msala(mi) -- mat for praying; also used to refer to a private place, like the toilet.
usitumie -- don't use (command)
haja -- need(s); also refers to 'calls of nature'.
-enda haja -- go to the toilet (polite)
choo(vy-) -- toilet; also used in singular to refer to bowel movement.
mahali pa kuogea -- place for washing, i.e. bathroom as opposed to toilet.
tungekuwa -- we would be
-chota -- take up little by little, take up by bits.
-weka -- put
matumizi -- acts of using; use(s)
-oga -- bathe
kopo(ma-) -- used to refer to any metal container, here a water dipper
-jimwagia -- pour over self, from *-mwaga* (pour)
karatasi -- paper(s)
jani(ma-) -- leaf(ves)
laini -- soft

LEARNING FROM NOT KNOWING
CUSTOMS (II): BATHROOM-TOILET

LESSON THIRTY-FOUR

Shughuli Muhimu

Vocabulary: In Lesson 22 we saw different ways to say 'wash' in Swahili, depending upon what was being washed. Name them:

__________ 'wash self'
__________ 'wash someone'
__________ 'wash dishes'
__________ 'wash'

There are additional verbs; some depend upon what is being washed while others depend upon the circumstances in which the washing is being done.

-nawa -- wash hands and face, before eating.
-sukutua -- wash lips, after eating
-chamba -- wash private parts
-tawadha -- wash before praying (Muslim)
-toharisha -- wash for special occasions; also used to describe how Muslim women wash themselves after they finish their menstrual period each month.

Communication: Make up a MINI-DRAMA using as many of the following words as you can.

-safisha
-nawa
nguo
nyumba
vyombo
karibu
-pika
chakula
meza
-enda haja
kiti
-mwaga
maziwa
maji
kopo

Also use at least one of the following:

jamani -- term of address to a group
naam -- yes, when called by someone
labeka -- yes, when called by someone

Shughuli Zaidi

Comprehension: Listen while your teacher gives you a SPIEL about what he or she would do if you came for a visit.

Communication: Make up a SPIEL about what you would do if a Tanzanian came to visit you in your American home.

MASIMULIZI:

*ADABU YA KULA**

Juzi tulikuwa mezani sote pamoja, baba na mama na Petro na Roda na Paulo na mimi. Tukaamriwa kunawa mikono kwanza, ilivyo desturi, kwa sababu haifai kula chakula kwa mikono michafu. Mama akaandalia meza, akaweka bakuli ya ugali na kitoweo. Yote yalipokuwa tayari, baba akapeleka sala, na baada ya sala tukapewa ruhusa ya kula.

Baba akatufundisha desturi za adabu. Akasema kwamba ndio wanyama wanaokula bila kumshukuru Mwenyezi Mungu. Yeye ndiye mwenye kuwalisha viumbe vyote; na pasipo baraka yake hakuna mlo. Ndiyo maana lazima kusali mbele ya kula na halafu yake.

Tena iwapo wamekuja wageni katika nyumba, mtoto asitangulie kunawa mikono kabla wakubwa hawajanawa. Ni kazi ya mtoto kushika birika watu wapate kunawa.

Na mkila, si adabu kutwaa chinyango kila mara; watu watasema u mlafi. Wala si desturi mbele za watu kula chakula ukitafuna kama mbwa, haifai. Sikilizeni maneno yangu, watoto. Mkiwa mezani msithubutu kusema: chakula ni kibaya; kwa maana ndiyo kumtukana mpishi. Ndivyo baba alivyotushauri vizuri.

*Taken from Someni Kwa Furaha, *Kitabu Cha Tatu* by A. Loogman, Thomas Nelson and Sons, Ltd.: Nairobi, 1969.

COOKING

Lesson Thirty-Five

The Conversation Continues:

Tanzanian: And here is the kitchen.
Foreigner: Oh! I remember the names for these things but I don't know how to cook.
Tanzanian: Well then sit on this stool so you can watch how I cook. First I'll cook *mboga* then *chakula.*
Foreigner: But *mboga* is *chakula,* isn't it?
Tanzanian: Usually for us here *mboga* is something to put on (something else) and *chakula* is something like *ugali* or (cooked) rice.
Foreigner: Please I beg you to teach me how you cook *mboga* and *chakula* so I can learn how they differ.
Tanzanian: Certainly. First we light charcoal in the cooker so it can get hot. Then we put a *sufuria* on top of the cooker and add oil so it gets hot then we add onions until they're cooked. Then we put in tomatoes, meat and water and leave (them) until they cook.

To cook *ugali* we boil water and then we add (corn) flour and stir with a wooden spoon. We continue to turn it little by little until it's cooked.

Questions About Language and Customs

In Tanzania they distinguish staple foods from all other food. Staple foods are called *chakula;* food you eat with it -- even meat or vegetables -- is called *mboga* or *mchuzi.* Ask your teacher to explain the difference between *mboga* and *mchuzi.* Also find out what staples are eaten in Tanzania. See if different staples are used in other areas and, if so, find out where they are eaten.

KUPIKA

Somo la Thelathini na Tano

Mazungumzo Yanaendelea:

Mtanzania: *Na hapa ni jikoni.*

Mgeni: *Alaa! Ninakumbuka majina ya vitu hivi lakini sijui kupika.*

Mtanzania: *Basi keti katika kibao hiki utazame ninavyopika. Kwanza nitapika mboga halafu chakula.*

Mgeni: *Lakini mboga ni chakula siyo?*

Mtanzania: *Kawaida yetu mboga ni kitoweleo na chakula ni kama ugali ama wali.*

Mgeni: *Kwa hisani yako ninaomba unifundishe jinsi unavyopika mboga na chakula ili nipate kujua tofauti yake.*

Mtanzania: *Bila shaka. Kwanza tunawasha mkaa kwenye jiko ili tuweze kupata moto. Halafu tunabandika sufuria juu ya jiko na tunatia mafuta ya kupikia yapate moto, halafu tunatia vitunguu mpaka viive. Halafu tunaweka nyanya, nyama na maji na tunaacha viive.*

Kupika ugali tunachemsha maji na halafu tunatia unga (wa mahindi) na kukoroga kwa mwiko. Tunaendelea kuugeuza kidogo kidogo mpaka uive.

Maneno Mapya

kibao(vi-) -- low wooden platform for sitting on

mboga -- vegetable; also used to refer to anything eaten with a staple starch food.

chakula(vy-) -- food; also used to refer specifically to the staple starch food

ugali -- staple starch food (usually made from maize flour) as described above.

wali -- cooked rice

hisani -- favor, kindness

ili -- so that

-washa -- light (fire), from *-waka* (be lit, burning)

moto(mi-) -- fire(s)

-bandika -- put on

sufuria -- particular kind of pot

juu (ya) -- above (of)

-tia -- apply, add

mafuta -- oil

kitunguu(vi-) -- onions

-iva -- become ripe, cooked

nyanya -- tomato(es)

-acha -- leave

-chemsha -- boil something, from *-chemka* (boil)

unga -- flour

-koroga -- stir

mwiko(mi-) -- flat wooden spoon with long handle

-geuza -- turn over

kitoweleo(vi-) -- food (e.g. curry, sauce) eaten with staple starch

Shughuli Muhimu

Communication: Make up a SPIEL about how to cook your favorite American dish.

Comprehension: Listen while your teacher gives you a SPIEL about how to cook his or her favorite dish.

Communication: As a class, prepare a radio talk show. Have an announcer and then different interviewers and interviewees. You can have discussions about differences between Tanzanian and American customs. Write out the questions and answers and practice your radio show. Then present it to the other classes.

Shughuli Zaidi

Communication and Comprehension: Using one of the recipes on the facing page, take turns giving each other directions on how to prepare the dish.

Communication: Try a spontaneous radio show where people call up the radio announcer and ask questions.

Communication: Make up a narrative using the following words:

nyanya
kitunguu
unga
yai
-koroga
-pika
-kaanga
-iva
mafuta
maji
nyama
chumvi
pilipili
sufuria
mwiko
moto

---

*UPISHI**

Ndizi Na Maharagwe

MAHITAJI

Ndizi	*Nyanya*
Maharagwe	*Mafuta*
Kitunguu	*Chumvi*

NJIA

1. *Osha maharagwe, yapike mpaka yaive.*
2. *Menya ndizi, katakata na kuziosha.*
3. *Weka katika chungu cha maharagwe yaliyoiva: ongeza chumvi kidogo; pika mpaka ndizi na maharagwe yaive.*
4. *Kaanga vitunguu na nyanya.*
5. *Tia ndizi na maharagwe na utokose.*
6. *Acha mchanganyiko jikoni uchemke kidogo.*
7. *Ipua na songa mpaka uwe laini.*
8. *Pakua na andalia.*

Yai Na Nyanya Na Vitunguu

MAHITAJI

Sukari kidogo	*Kitunguu*
Chumvi kidogo	*Bizari*
Nyanya kubwa 3	*Mafuta vijiko 3 vikubwa*
Maziwa vijiko 3	

NJIA

1. *Chemsha maji.*
2. *Maji yakichemka tia nyanya.*
3. *Ondoa na menya maganda.*
4. *Katakata vitunguu na nyanya halafu pika mpaka kuiva.*
5. *Ongeza bizari na chumvi na koroga.*
6. *Vunja yai na koroga na maziwa ongeza sukari kidogo na koroga.*
7. *Mimina mchanganyiko huo ndani ya nyanya zinazoiva na koroga.*
8. *Pika kwa muda wa dakika 5 kisha epua na pakua.*

Dokezo: Unaweza kutumia kwa kitoweleo cha wali, ndizi au viazi.

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* Adapted from Mapishi ya kwetu na Mengineyo by Catherine M. Matemba, Tanzania Publishing House: Dar-es-Salaam, 1977.

SPECIAL LESSON FOURTEEN

The Old Mother and The Pig

HADITHI:

*MAMA MZEE NA NGURUWE**

Palikuwa na mama mzee mmoja aliyekuwa akikaa peke yake katika nyumba ndogo. Siku moja, alipokuwa akifagia nyumba, aliona thumni. Akasema, 'Nitaifanya nini thumni hii? Najua! Nitakwenda sokoni kununua nguruwe mdogo sana, mdogo tu wa kiasi.

Basi akaenda sokoni, akanunua nguruwe mmoja mdogo sana. Alipokuwa njiani akirudi nyumbani, akafika penye mto ambao ilimbidi auvuke kwa daraja. Lakini yule nguruwe alikataa kuvuka daraja.

Yule mama mzee akaendelea mbele kidogo, akamkuta Mbwa, akamwambia, 'Mbwa, Mbwa, uma Nguruwe. Hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Mbwa alikataa.

Basi yule mama mzee akaendelea mbele kidogo, akaikuta Fimbo, akaiambia, 'Fimbo, Fimbo, piga Mbwa. Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Fimbo ilikataa.

Basi yule mama mzee akaendelea mbele kidogo, akaukuta Moto, akauambia: 'Moto, Moto, unguza Fimbo. Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Moto ulikataa.

Basi yule mama mzee akaendelea mbele kidogo, akayakuta Maji, akayaambia, 'Maji, Maji, zima Moto. Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Maji yalikataa.

Basi yule mama mzee akaendelea mbele kidogo, akamkuta Fahali, akamwambia: 'Fahali, Fahali, kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Fahali alikataa.

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*Taken from Mazoezi na Mafumbo by A.S. Walford, Oxford University Press: Nairobi, 1951.

SOMO MAALUM LA KUMI NA NNE

Mama Mzee Na Nguruwe

Basi yule mama mzee akaendelea mbele kidogo, akamkuta Mtu, akamwambia, 'Mtu, Mtu, mwue Fahali; Fahali hataki kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja; nami siwezi kufika nyumbani mapema leo.' Lakini Mtu alikataa.

Basi yule mama mzee akaendelea mbele kidogo, akaikuta Kamba, akaiambia; 'Kamba, Kamba, mtundike Mtu; Mtu hataki kumwua Fahali; Fahali hataki kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Kamba ilikataa.

Basi yule mama mzee akaendelea mbele kidogo akamkuta Panya, akamwambia, 'Panya, Panya, tafuna Kamba; Kamba haitaki kumtundika Mtu; Mtu hataki kumwua Fahali; Fahali hataki kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Lakini Panya alikataa.

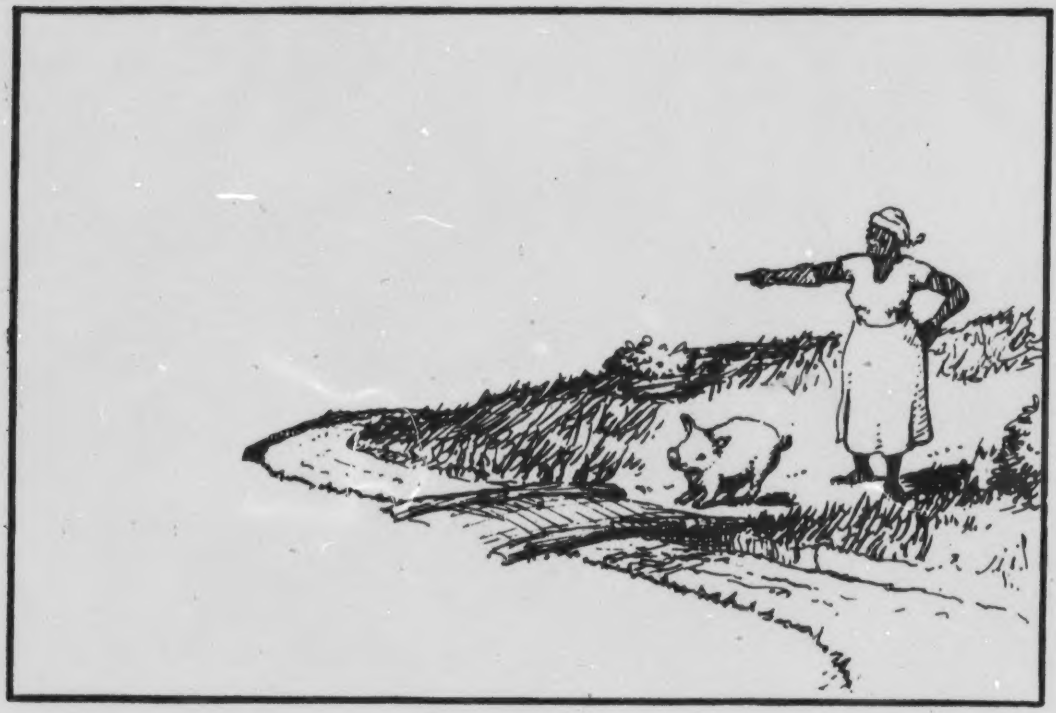
Basi yule mama mzee akaendelea mbele kidogo, akamkuta Paka, akamwambia, 'Paka, Paka, fukuza Panya; Panya hataki kutafuna Kamba; Kamba haitaki kumtundika Mtu; Mtu hataki kumwua Fahali; Fahali hataki kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.' Paka akasema 'Siwezi kumfukuza Panya mpaka unipatee maziwa.'

Basi yule mama mzee akaendelea mbele kidogo akamkuta Ng'ombe, akamwambia, 'Ng'ombe, Ng'ombe, nipe maziwa. Paka hataki kumfukuza Panya mpaka apate maziwa; Panya hataki kutafuna Kamba; Kamba haitaki kumtundika Mtu; Mtu hataki kumwua Fahali; Fahali hataki kunywa Maji; Maji hayataki kuzima Moto; Moto hautaki kuunguza Fimbo; Fimbo haitaki kumpiga Mbwa; Mbwa hataki kumwuma Nguruwe; Nguruwe hataki kuvuka daraja, nami siwezi kufika nyumbani mapema leo.'

Ng'ombe akasema: 'Ndiyo, uchukue maziwa.'

Basi yule mama mzee akampelekea Paka maziwa. Alipokwisha kunywa maziwa yale

Paka akaanza kumfukuza Panya
Panya akaanza kuitafuna Kamba
Kamba ikaanza kumtundika Mtu
Mtu akaanza kumwua Fahali
Fahali akaanza kuyanywa Maji
Maji yakaanza kuuzima Moto
Moto ukaanza kuiunguza Fimbo
Fimbo ikaanza kumpiga Mbwa
Mbwa akaanza kumwuma Nguruwe
Nguruwe akaanza kuvuka daraja upesi sana
na
mama mzee yule
ALIWEZA
kufika
nyumbani
mapema.
Huu ndio mwisho wa habari!



Use this page to list some of the new vocabulary you encountered in this reading.

A MAN, HIS FRIEND AND THE BEES

Lesson Thirty-Six

Translate the accompanying story into English.

Maneno Mapya na Miundo Mipya

-kuta --	find
anasa --	luxury
tupu --	only; empty
-sikitika --	be sorry
fedha --	silver; money
asili --	origin
tajiri(ma-) --	wealthy person
-andalia --	for someone, from *-andaa* (prepare)
maskini --	poor
-tendea --	do for someone, from *-tenda* (do)
mchana --	daytime
kutwa --	all day
patia --	get for, from *-pata* (get)
-isha --	finish
-ongoza --	lead, from *-ongoa* (guide)
bustani --	garden
nyuma(ya) --	behind
safu --	row(s)
mzinga(mi-) --	hive(s)
nyuki --	bee(s)
-ingiza --	make go in, put in, from *-ingia* (enter)
walikuwa wakiingiza --	they were putting in
walikuwa wanaondoka --	they were leaving
-tendwa --	be done, from *-tenda* (do)
jike(ma-) --	female(s)
-kusanya --	collect
dume(ma-) --	male(s)
mvivu(wa-) --	lazy person(s)
-kusanywa --	be collected, from *-kusanya* (collect)
kiongozi(vi-) --	leader(s)
-fuata --	follow
mfalme(wa-) --	king(s)
malkia --	queen(s)
-shukuru --	thank
maarifa --	information

* Text taken from *Hadithi na Vitendo, Kitabu cha Kwanza* by David Diva, University of London Press, 1970.

*MTU NA RAFIKI YAKE NA NYUKI**

Somo Thelathini na Sita

Safari moja Omari alimkaribisha Mvita, rafiki yake, nyumbani kwake ili akale chakula. Mvita alifikiri ya kuwa atakuta chakula cha kawaida tu. Lakini alipofika kwa Omari, akavikuta vyakula vingi vya anasa tupu.

Mvita akamwambia Omari, "Ninasikitika sana, rafiki yangu, kuona ya kuwa umetumia fedha nyingi sana kwa vyakula vyote hivi. Najua ya kuwa wewe, kwa asili, si tajiri. Ningefurahi kama ungeniandalia chakula kidogo tu cha kawaida."

Omari akamjibu, "Kweli, mimi ni maskini, lakini ninao marafiki wengi wanaonitendea kazi mchana kutwa. Nimeweza kukupatia chakula hiki kwa sababu yao."

Mvita akamwuliza, "Ni nani hao?"

Omari akamjibu, "Tutakwenda kuwatazama tukisha kula chakula."

Basi walipokwisha kula, Omari akamwongoza mgeni wake mpaka kwenye bustani yake kubwa, nayo ilikuwa nyuma ya nyumba yake. Akamwonyesha safu mbalimbali za mizinga ya nyuki. Akaona nyuki wengi sana wakiingia na kutoka katika mizinga ile. Wengine walikuwa wakiingiza asali kutoka katika maua ya bustani. Wengine walikuwa wanaondoka kwenda kuchukua nyingine zaidi.

Omari akamwambia Mvita, "Hawa ndio rafiki zangu. Tazama jinsi wanavyonitendea kazi nzuri. Mwaka jana nilipata fedha nyingi; hivi leo nimeweza kukuandalia chakula cha namna ile."

Mvita akamsifu sana Omari kwa hekima yake ya kutafuta marafiki kama wale, yaani nyuki.

Kisha Mvita akamwuliza Omari, "Je, nyuki wote wanafanya kazi?" Akamjibu, "La, kazi yote hutendwa na majike tu. Wao hukusanya asali ili waile wakati wa baridi kali. Kwa kawaida, madume ni wavivu sana. Wao hukaa tu na kungoja kula asali iliyokusanywa na majike!"

Mvita akamwuliza tena, "Je, nyuki wanaye kiongozi wanayemfuata?" Omari akajibu, "Hawana mfalme ila wanaye malkia mmoja. Yeye ni mkuu na mkubwa zaidi kuliko wote. Kama akiondoka katika mzinga, basi nyuki wengine wote humfuata."

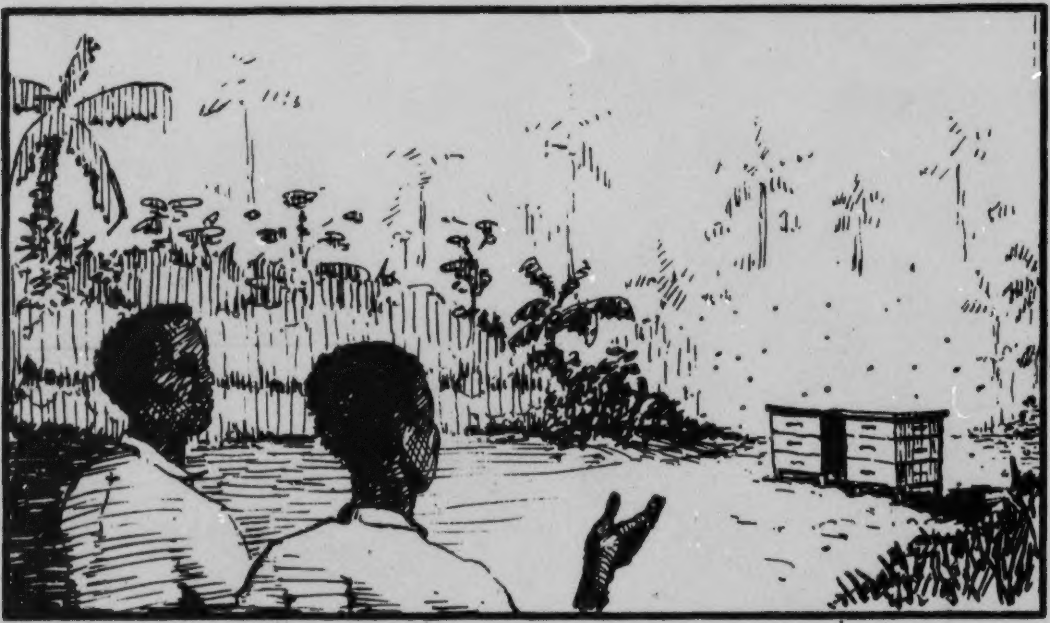
Mvita akamwuliza, "Liko jambo moja ambalo halinielei vema. Ulisema ya kuwa nyuki hukusanya asali ili waile wakati wa baridi kali. Sasa wewe unapoichukua, wao hufanya nini?"

Omari akajibu, "Mimi huweka kitu kingine kilicho kitamu badala yake, kwa hiyo mimi hupata fedha nyingi zaidi kwa asali."

Basi Mvita akamshukuru sana yule rafiki yake kwa chakula alichompa na kwa maarifa aliyoyapata kwake kwa wale nyuki na asali. Yeye naye akaenda kwake kujaribu njia ile ile, akafaulu.

Shughuli Muhimu

Communication: Summarize the story in your own words.



KUFIKA TANZANIA - ARRIVING IN TANZANIA

Fungu la Saba

Unit Seven

The lessons in this unit are designed to provide you with the necessary skills for communicating in situations you are likely to find yourself in upon arrival in Tanzania. Conversations are used as a basis for introducing vocabulary needed for:

--Talking to an immigration officer
and Talking to a customs officer...............(Lesson 37)

--Changing money and Getting a Taxi
(also: Renting a car)..........................(Lesson 38)

--Looking for a place to live and
Agreeing on the rent
(also: Getting a room in a hotel).............(Lesson 39)

--Buying furniture.............................(Lesson 40)

--Having something sewn by a local tailor........(Lesson 41)

--Mailing letters...............................(Lesson 42)

ARRIVING IN TANZANIA I

Lesson Thirty-Seven

Mini-Drama: At the Airport

Act I: With the Immigration Officer

Visitor: How are you brother/sister?
Officer: Fine. Where's your passport?
Visitor: Here.
Officer: You're a person from what nation (i.e. nationality)?
Visitor: American.
Officer: Have you come for work or a visit?
Visitor: For work.
Officer: Where's your visa?
Visitor: It's here on the third page.
Officer: Do you have a return ticket?
Visitor: Yes, this one here/there.
Officer: How long will you stay.
Visitor: I will stay for two years.
Officer: Okay, (it's) ready. Go (over) there and show your baggage.

Act II: With the Customs Officer

Visitor: How are you brother/sister?
Officer: Fine. Where's your luggage?
Visitor: Just these.
Officer: Do you have gifts?
Visitor: No. I have clothes and work things.
Officer: How much money do you have?
Visitor: Five hundred dollars.
Officer: Fill (in) this form so that we know about your money (i.e. how much money you have and of what denomination).

(The visitor fills in the form)

Visitor: Okay, ready.
Officer: You can go now. Goodbye.
Visitor: Goodbye.

Somo la Thelathini na Saba

Mchezo: Katika Kiwanja Cha Ndege

Onyesho la Kwanza: Kwa Afisa wa Uhamiaji

Mgeni: Hujambo ndugu?
Afisa: Sijambo. Paspoti yako iko wapi?
Mgeni: Hii...
Afisa: Wewe ni mtu wa taifa gani?
Mgeni: Mmarekani.
Afisa: Ulikuja kwa kazi au kutembea?
Mgeni: Kwa kazi.
Afisa: Viza yako iko wapi?
Mgeni: Imo humu ndani, katika ukurasa wa tatu.
Afisa: Una tikiti ya kurudi kwenu?
Mgeni: Ndiyo, hiyo hapo.
Afisa: Utakaa kwa muda gani?
Mgeni: Nitakaa kwa miaka miwili.
Afisa: Haya tayari. Nenda huko uonyeshe mizigo yako...

Onyesho la Pili: Kwa Afisa wa Ushuru

Mgeni: Hujambo ndugu?
Afisa: Sijambo. Mizigo yako iko wapi?
Mgeni: Hii tu.
Afisa: Una zawadi?
Mgeni: Hapana. Nina nguo zangu na vitu vya kazi.
Afisa: Una pesa ngapi?
Mgeni: Dola mia tano.
Afisa: Jaza hii karatasi tujue habari za pesa zako.

(Mgeni anaandika kwenye karatasi)

Mgeni: Haya tayari.
Afisa: Unaweza kwenda sasa. Kwa heri.
Mgeni: Kwa heri.

Maneno Mapya

afisa -- officer
paspoti -- passport(s)
taifa(ma-) -- nation(s)
viza -- visa(s)
ukurasa(kurasa) -- page(s)
ushuru -- customs duty
mzigo(mi-) -- load, baggage(s)
zawadi -- gift(s)
dola -- dollar(s)
-jaza -- fill, complete, from *-jaa* (be full)
karatasi -- paper(s)

Shughuli

Habari za Eropleni (ndege ya Ulaya) na faida yake

"Air Mail"*

Nadhani ya kuwa watu wengi wa nchi hii ya Afrika waliona safari ya kwanza ya "Air Mail" *kutoka London mpaka Cape Town, yaani kuchukua barua na magunia ya Posta kutoka Ulaya hata kusini mwa Afrika. Tunafikiri sasa ya kuwa si safari ndefu kutoka Afrika na kufika Ulaya kwa sababu eropleni hizi zinachukua muda wa siku saba tu njiani.*

Ernesti aliyekuwa na bahati ya kwenda pamoja na mwalimu wake kutazama eropleni ya kwanza iliyofika Uganda na kuwapo Luzira ilipotua juu ya ziwa la Viktoria alishangaa kabisa kwa jinsi chombo hiki kizito kilivyoruka juu na kutua vizuri sana juu ya maji kama ndege mkubwa. Akazidi kushangaa alipoona milango inafunguliwa ubavuni mwake, na magunia ya posta yanatolewa na watu, na waongozi wake na mabaharia wapata sita wanatoka humo. Eropleni hii hufanya sehemu ndogo ya safari ile ndefu ya kutoka Ulaya mpaka Cape Town, husafiri katikati ya Juba, Entebbe, Kisumu, Nairobi, Moshi, Dodoma na Mpika. Hivyo ni lazima iweze kutua majini kwa sababu inapita kwa juu ya mto mkubwa wa Nile (Kiyira) na maziwa ya Albert na Viktoria.

Basi tufikiri kidogo habari za eropleni hizi na faida yake.

Zamani barua iliyotoka Kampala ilichukua muda wa mwezi mzima katika meli mpaka ifike Uingereza. Basi sasa fikirini faida ya kuweza kufikisha huko barua kwa muda wa siku saba tu. Wafanyi biashara waliotaka kuwaandikia barua wenzao huko Uingereza juu ya mambo makuu, mara nyingi walilazimishwa kutumia njia ya simu iliyo ghali sana, kwa sababu hawakuweza kusubiri mwezi mzima, lakini sasa habari za mambo mengi, ambazo ziliwalazimu kutumia simu, zitaweza kupelekwa kwa eropleni. Yafaa mfahamu ya kuwa katika kazi za biashara mara nyingi ni vizuri mabwana wakubwa waonane na kushauriana pamoja ili mashauri yao yakatwe upesi. Zamani hawakuweza kuonana na kushauriana mara nyingi, kwa sababu safari ya kwenda Ulaya na kurudi ilichukua zaidi ya miezi miwili, tena iliwagharimisha fedha nyingi, ikawa lazima kuandikiana barua. Lakini kuonana ni bora kuliko kuandikiana. Basi sasa, bila shaka wakuu wa biashara watakwenda mara kwa mara kuonana; watasema: "Lazima niende Ulaya upesi nipatane na mabwana wengine wafanyao biashara ya pamba, ya kahawa au ya vinginevyo." Lakini tusifikiri ya kuwa kikomo cha kusafiri kwa upesi kimekwisha kufikiwa. Kweli ni ajabu kutoka Afrika ya Mashariki na kufika Ulaya kwa muda wa siku saba tu, lakini siku zijazo nadhani safari hii itafanyizwa kwa upesi zaidi, kwa sababu eropleni hizi zitakwenda saa za usiku pamoja na saa za mchana.

Meli zinaweza kusafiri baharini salama, kwa sababu minara yenye taa kubwa imejengwa kila mahali penye hatari njiani, lakini minara yenye taa haijajengwa bado kuonyesha eropleni mahali penye hatari, na kwa hivi hazisafiri usiku. Labda kabla ya kupita muda mrefu, minara itajengwa, na eropleni zitasafiri usiku pia na kumaliza safari yake katika muda wa siku tatu tu.

Vile vile kuna eropleni za namna nyingine zilizo ndogo tu, zinazosafiri kila siku kutoka Nairobi kwenda Dar-es-Salaam na Zanzibar na kurudi, nazo zimeleta faida kubwa.

Basi tukifahamu faida yake hatutaona ya kuwa nauli ya safari ni ghali sana kuliko meli za baharini, kwa sababu kusafiri hewani itakuwa ni kama kuzidi ile ya meli kadiri ya theluthi tu. Tusiseme nauli ni kubwa ila tukumbuke methali hii:

"Wakati ni mali," yaani bei yake haiwezi kukisika.

*Taken from _Elimu ya Kiswahili_, *Kitabu cha Tatu*, by E.G. Morris and R.A. Snoxall; Longmans: Nairobi, 1934, page 49.

ARRIVING IN TANZANIA II

Lesson Thirty-Eight

The Mini-Drama Continues: At the Airport

Visitor: How are you mother/father?
Bank Worker: Fine.
Visitor: Can I change American money here?
Bank Worker: Yes. How much do you want to change?
Visitor: First tell me please, how many shillings is one dollar?
Bank Worker: Today you will get eight shillings and twenty-five cents for a dollar.
Visitor: Can I give you a traveller's check?
Bank Worker: Yes. How many dollars?
Visitor: Fifty.
Bank Worker: Where's your passport?
Visitor: Here.
Bank Worker: Take this form to the second window there and you'll get your money.
Visitor: Thank you.

Act Four: At the Taxi Stand

Driver: Taxi! Taxi!
Visitor: I want a taxi.
Driver: Where do you want to go?
Visitor: To town, Dar-es-Salaam.
Driver: Okay, let's go.
Visitor: Wait, please tell me how much it is to reach town.
Driver: One hundred and forty shillings.
Visitor: Brother/sister, how come it's so expensive? I'll pay one hundred only.
Driver: One hundred is too little. Add a little.
Visitor: I'll pay one hundred and ten.
Driver: My final price is one hundred and twenty.
Visitor: Okay, let's go.

Somo la Thelathini na Nane

Mchezo Unaendelea: *Katika Kiwanja Cha Ndege*

Onyesho la Tatu: *Katika Benki Kwenye Kiwanja Cha Ndege*

Mgeni: *Hujambo mama/baba?*
Mfanya kazi benki: *Sijambo.*
Mgeni: *Ninaweza kubadili pesa za kimarekani hapa?*
Mfanya kazi: *Ndiyo. Unataka kubadili kiasi gani?*
Mgeni: *Kwanza niambie tafadhali, dola moja ni shilingi ngapi?*
Mfanya kazi: *Leo utapata shilingi nane na senti ishirini na tatu kwa dola moja.*
Mgeni: *Nitaweza kukupa cheki ya wasafiri?*
Mfanya kazi: *Ndiyo. Dola ngapi?*
Mgeni: *Hamsini.*
Mfanya kazi: *Paspoti yako iko wapi?*
Mgeni: *Hii...*
Mfanya kazi: *Chukua karatasi hii huko katika dirisha la pili na utapata pesa zako.*
Mgeni: *Asante.*

Onyesho la Nne: *Kwenye Kituo Cha Teksi*

Dereva: *Teksi! Teksi!*
Mgeni: *Mimi ninataka teksi.*
Dereva: *Unataka kwenda wapi?*
Mgeni: *Mjini, Dar-es-Salaam.*
Dereva: *Haya, tuende.*
Mgeni: *Ngoja, tafadhali niambie kiasi gani kufika mjini?*
Dereva: *Shilingi mia moja na arobaini.*
Mgeni: *Ndugu, mbona ghali? Nitalipa mia moja tu.*
Dereva: *Mia moja kidogo. Ongeza kidogo.*
Mgeni: *Nitalipa mia moja na kumi.*
Dereva: *Bei yangu ya mwisho ni mia moja na ishirini.*
Mgeni: *Haya, tuende.*

Maneno Mapya

-badili -- change, alter
cheki -- check(s)
msafiri(wa-) -- traveller(s)
teksi -- taxi(s)
dereva(ma-) -- driver(s)

Shughuli

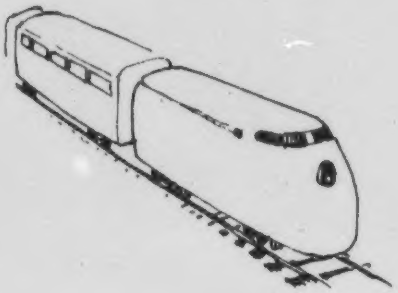
Mazungumzo: Kukodi Gari

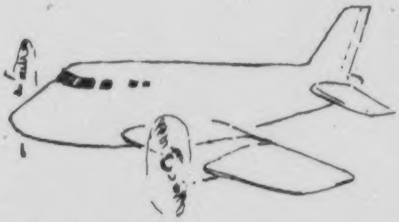
Mgeni: *Hujambo ndugu?*
Mwenye Gari: *Sijambo mama/baba.*
Mgeni: *Ninaweza kukodi gari hapa?*
Mwenye Gari: *Ndiyo. Unataka gari kubwa au dogo?*
Mgeni: *Gari dogo. Ni bei gani?*
Mwenye Gari: *Shilingi mia mbili na hamsini kwa siku, na shilingi moja kwa kila maili.*
Mgeni: *Ni lazima kulipa pesa za petroli?*
Mwenye Gari: *Ndiyo. Utakwenda wapi?*
Mgeni: *Morogoro.*
Mwenye Gari: *Utalichukua gari kwa siku ngapi?*
Mgeni: *Wiki moja.*
Mwenye Gari: *Unayo lesensi?*
Mgeni: *Ndiyo, ni hiyo.*
Mwenye Gari: *Pia lazima ulipe dhamana ya shilingi mia tano.*
Mgeni: *Ninaweza kukupa cheki ya wasafiri?*
Mwenye Gari: *Ndiyo lakini sharti nione paspoti yako.*
Mgeni: *Ni hiyo.*
Mwenye Gari: *Sawa. Tia sahihi yako hapo...*
Utaondoka kwenda Morogoro lini?
Mgeni: *Kesho kutwa.*
Mwenye Gari: *Haya, gari litakuwa tayari saa mbili asubuhi.*
Mgeni: *Asante.*

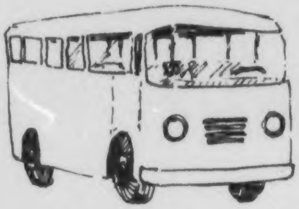
Maneno Mapya:

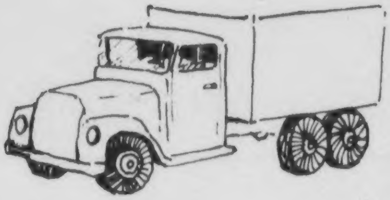
-kodi -- rent
bei -- price(s)
maili -- mile(s)
petroli -- petrol, gasoline
lesensi -- license
dhamana -- deposit
sahihi -- signature
-ondoka -- leave (a town, country)

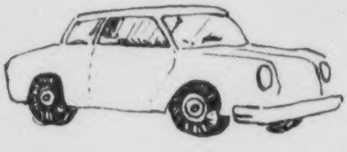
Picha: *Tafuta majina ya magari.*

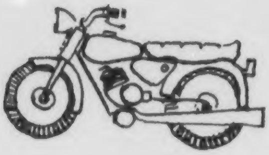


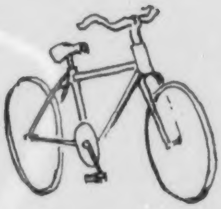


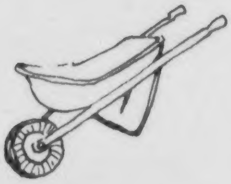












LOOKING FOR A HOUSE AND AGREEING ON THE RENT

Lesson Thirty-Nine

Conversation:

Foreigner: Sister/brother, can you help me find a place to stay?
Tanzanian: Yes. Let's go see my friend who has a house. I hope he/she will be able to help you.

(With the Tanzanian's friend, the owner of the house)

Tanzanian: How's things brother/sister?
Landlord: Fine. How can I help you? I see that you've come with a visitor.
Tanzanian: Yes brother/sister, my guest is looking for a house to live in when he/she is here.
Landlord: Very good. Come and see if my house will be adequate. If it is not adequate I know another place.

(At the house)

Landlord: This is the house. It has one room and a kitchen.
Tanzanian: Brother/sister we ask that you show us inside and explain how much the rent is.
Landlord: Go inside and look and then we will agree on the rent.
Foreigner: I like it, I think it will be enough. How much will the rent be?
Landlord: Two hundred and fifty shillings a month.
Foreigner: Wow! How come it's so high, can you reduce it for me?
Landlord: This is indeed the rent.
Tanzanian: Please brother/sister, reduce it a little.
Landlord: Okay, because of our friendship, I will give it to you all for 200 shillings.
Tanzanian and Foreigner: Thank you very much.

KUTAFUTA NYUMBA NA KUKUBALIANA KODI

Somo la Thelathini na Tisa

Mazungumzo:

Mgeni: *Je dada/kaka, unaweza kunisaidia kupata mahali pa kuishi?*
Mtanzania: *Ndiyo, njoo tumone rafiki yangu ambaye ana nyumba. Natumaini ataweza kukusaidia.*

(Kwa rafiki wa Mtanzania, mwenye nyumba)

Mtanzania: *Habari zako ndugu?*
Mwenye nyumba: *Nzuri. Nikusaidie nini? Ninaona umefika na mgeni.*
Mtanzania: *Ndiyo ndugu, mgeni wangu anatafuta nyumba ya kuishi akiwa hapa.*
Mwenye nyumba: *Vizuri. Njooni mwione kama nyumba yangu itamfaa. Kama haitamfaa ninajua mahali pengine.*

(Nyumbani)

Mwenye nyumba: *Nyumba yenyewe ni hii. Ina chumba kimoja na jiko.*
Mtanzania: *Ndugu, tunakuomba utuonyeshe ndani na pia utueleze kodi yake ni kiasi gani.*
Mwenye nyumba: *Piteni ndani muitazame na halafu tutasikilizana kodi yake.*
Mgeni: *Nimeipenda, ninaona itanitosha. Kodi yake itakuwa kiasi gani?*
Mwenye nyumba: *Shilingi mia mbili na hamsini kwa mwezi.*
Mgeni: *Lo! Mbona ni juu sana, unaweza kunipunguzia?*
Mwenye nyumba: *Hii ndiyo kodi yake.*
Mtanzania: *Tafadhali ndugu punguza kidogo.*
Mwenye nyumba: *Haya kwa sababu ya urafiki wetu nitawapa kwa shilingi mia mbili.*
Mtanzania na Mgeni: *Asante sana.*

Maneno Mapya

-ishi -- live, reside
-faa -- be adequate (for)
kodi -- rent(s)
-pita -- pass by/in/to
-sikilizana -- agree, from *-sikiliza* (listen)

-penda -- like, love
mwezi(mi-) -- month(s) (also: moon)
mia -- hundred
urafiki -- friendship

Shughuli

Mazungumzo: *Kufika Hotelini*

Mgeni: *Hujambo ndugu.*
Mwenye Hoteli: *Sijambo mama/baba. Nikusaidie nini?*
Mgeni: *Ninaweza kupata chumba?*
Mwenye Hoteli: *Cha watu wangapi?*
Mgeni: *Mmoja tu, mimi.*
Mwenye Hoteli: *Ndiyo, tunacho chumba chako.*
Mgeni: *Ni bei gani?*
Mwenye Hoteli: *Unataka chakula cha asubuhi?*
Mgeni: *La, chumba peke yake.*
Mwenye Hoteli: *Itakuwa shilingi mia na thelathini kwa siku moja.*
Mgeni: *Kuna* __________ *katika hoteli?*

Simu
Bwawa la kuogelea.
Mkahawa
Mahali pa kucheza ngoma
Mahali pa kunywa pombe
Mahali panapouzwa magazeti
Mahali panapouzwa stempu

Na kuna __________ *karibu?*

Duka la dawa
Duka la nguo
Duka la vitabu
Hospitali
Posta

Maneno Mapya:

simu -- phone, phone call, telegram
bwawa(ma-) -- cement pond
-ogelea -- swim, from *-oga* (bathe)
-cheza -- play, dance
ngoma -- dance, drum(s)
pombe -- beer
-uza -- sell
gazeti(ma-) -- magazine(s)
stempu -- stamp(s)
dawa -- medicine(s)
hospitali -- hospital(s)
posta -- post office(s)

Kuandika

Write out a continuation of the conversation on the facing page. Begin with:

Mgeni: *Kuna* ___________ *katika hoteli?*

Mwenye Hoteli:

LOOKING FOR FURNITURE AND AGREEING ON ITS PRICE

Lesson Forty

The Conversation Continues:

Foreigner: Now it's better if I go and look for furniture. Can you take me to buy (some)?
Tanzanian: I can. Do you want new or old (i.e. used)?
Foreigner: I prefer new as well as old (used) if it is nice.
Tanzanian: Well let's go into this shop here. Everything is here and you can choose what you like. What furniture are you looking for?
Foreigner: I need a bed, table and chairs.

(They enter the shop)

Tanzanian: Look at that nice new bed there. I think it will be what you need.
Foreigner: Yes, I like it, also that decorated table there with its chairs. I think that they're not new but they are nice.

(The Tanzanian talks with the shopkeeper.)

Tanzanian: Hey brother/sister, this bed, table and these chairs, how much are they all together?
Shopkeeper: This bed is 500 shillings, the table and chairs are 350 shillings.
Tanzanian: Wow! It's very expensive. I'll give you 600 shillings for all the furniture.
Shopkeeper: It's not possible at all, perhaps you could give me 750 shillings.
Tanzanian: It's still expensive brother/sister. You haven't reduced anything. At least make it 650 shillings.
Shopkeeper: It's not possible. Then what profit would I make? Finally, I can reduce (it) 50 shillings for you.
Tanzanian: Okay, here's 700 shillings. Thank you brother/sister.

KUTAFUTA VYOMBA VYA NYUMBA NA KUKUBALIANA BEI YAKE

Somo la Arobaini

Mazungumzo Yanaendelea:

Mgeni: *Sasa afadhali niende kutafuta vyombo vya nyumbani. Unaweza kunisindikiza nikanunue?*
Mtanzania: *Ninaweza. Je, unataka vipya au vya zamani?*
Mgeni: *Ninapendelea vipya pia vya zamani ikiwa vizuri.*
Mtanzania: *Basi tuingie katika duka hili hapa. Viko vyote na unaweza kuchagua unavyopenda. Kwani unatafuta vyombo gani?*
Mgeni: *Ninahitaji kitanda, meza na viti.*

(Wanaingia dukani.)

Mtanzania: *Hebu angalia kitanda kile kipya pale kizuri. Nadhani kitakufaa.*
Mgeni: *Ndiyo ninakipenda pia meza ile yenye urembo na viti vyake. Nafikiri si vipya, lakini ni vizuri.*

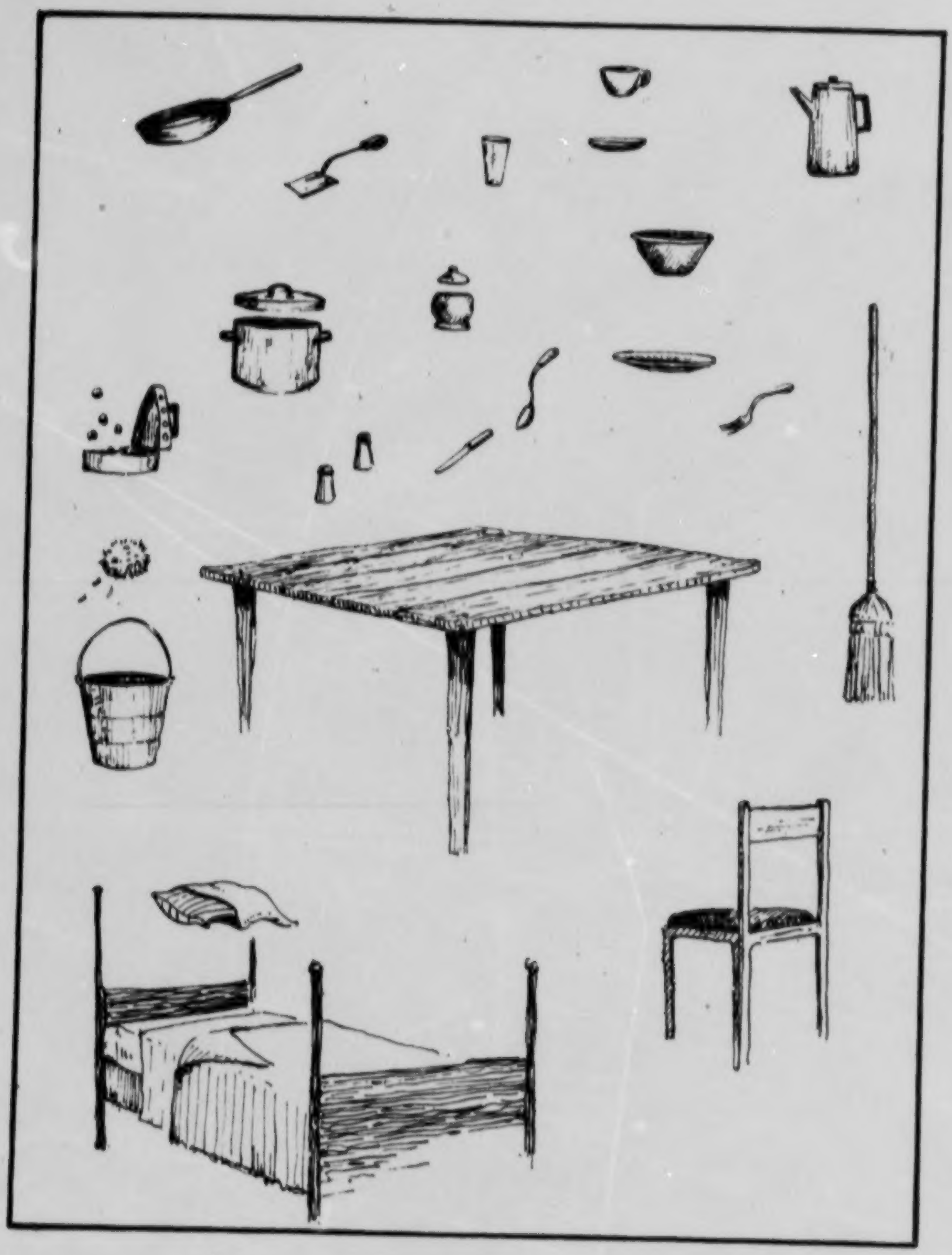
(Mtanzania anazungumza na mwenye duka.)

Mtanzania: *Je ndugu, kitanda, meza na viti hivi ni bei gani kwa jumla?*
Mwenye Duka: *Kitanda ni shilingi mia tano, meza na viti shilingi mia tatu na hamsini.*
Mtanzania: *Lo! Ni ghali sana, nitakupa shilingi mia sita kwa vyombo vyote hivi.*
Mwenye Duka: *Haiwezekani kabisa, labda unipe shilingi mia saba na hamsini.*
Mtanzania: *Pia bado ni ghali ndugu. Hujapunguza kitu. Angalau fanya shilingi mia sita na hamsini.*
Mwenye Duka: *Haiwezekani. Halafu mimi nitapata faida gani? Mwisho, nitakupunguzia shilingi hamsini.*
Mtanzania: *Haya, hizi mia saba. Asante sana ndugu.*

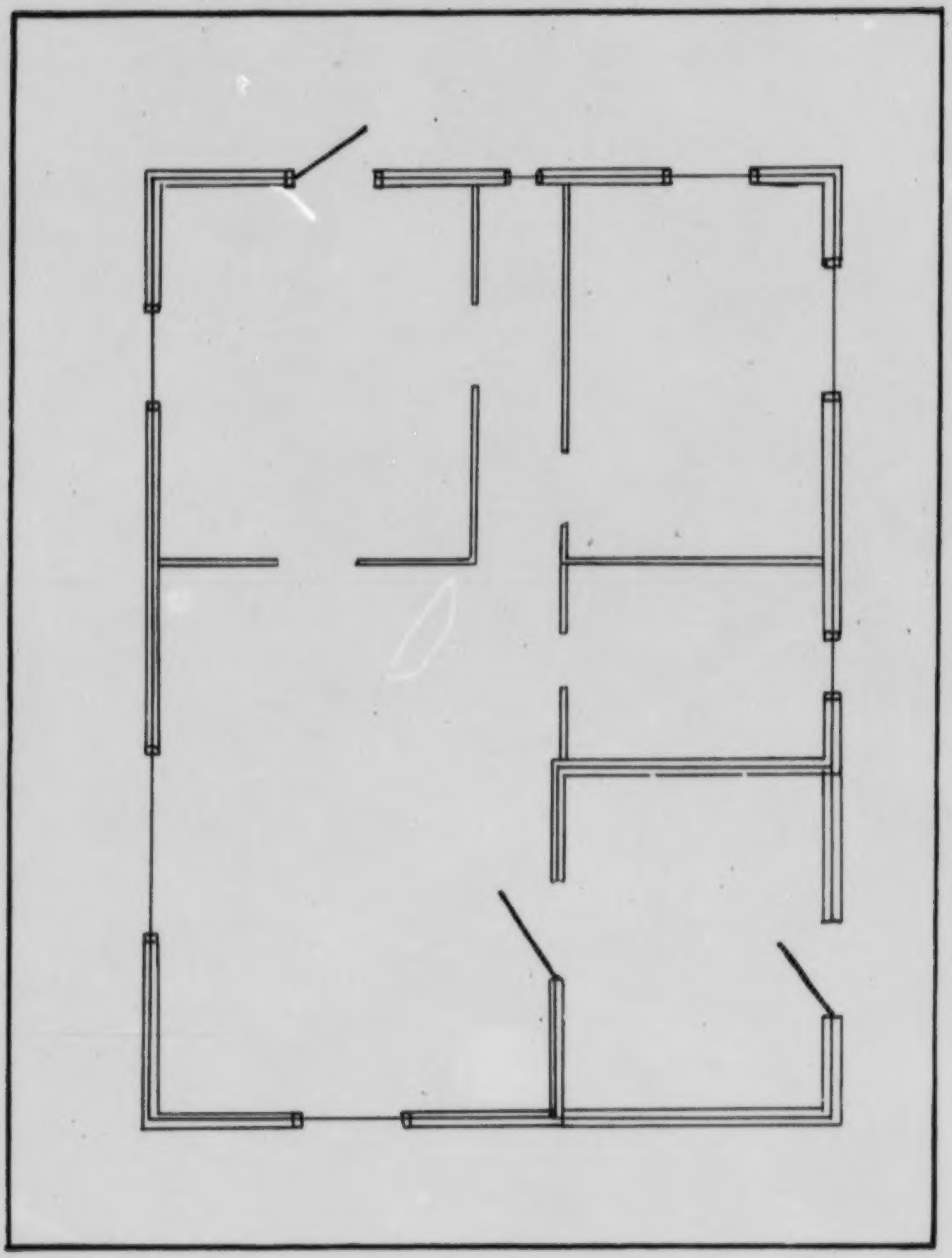
Maneno Mapya

chombo(vy-) -- furniture, utensil(s)
-sindikiza -- see off, show around
-pya -- new
zamani -- long ago
-pendelea -- prefer, from *-penda* (like)
-chagua -- choose
meza -- table(s)
kiti(vi-) -- chair(s)
-dhani -- believe
urembo -- decoration
jumla -- general
-wezekana -- be possible, from *-weza* (be able)
angalau -- at least
faida -- profit

Picha: *Tafuta majina ya vitu vya nyumbani.*



Picha: Eleza habari za vyumba mbali mbali vya nyumbani. Pia chora picha za vyombo utakavyovikuta katika kila chumba.



LOOKING FOR A TAILOR

Lesson Forty-One

The Conversation Continues:

Foreigner: Now the furniture is ready. Please take me to a shop which sells bedsheets and curtains.

Tanzanian: I'm sorry, we don't have such shops here. But you can buy cloth and take it to a tailor to sew it for you as we do ourselves.

Foreigner: Oh! I didn't know this. At home, we can get these things at shops already sewn.

Tanzanian: Our customs are different from yours. Let's go and I'll show you.

(They arrive at the tailor's shop.)

Tanzanian: This is the shop and the tailor is inside.

Foreigner: Thank you. I'll buy the cloth and give it to the tailor to sew for me.

Tanzanian: That's not how (to do it) brother/sister. First you must get the measurements of the window and bed for the tailor and then you (all) agree on the price for the sewed items.

KUTAFUTA FUNDI WA KUSHONA NGUO

Somo la Arobaini na Moja

Mazungumzo Yanaendelea:

Mgeni: *Sasa vyombo tayari. Tafadhali nipeleke kwenye duka linalouza shuka za kitanda pia mapazia ya madirisha.*

Mtanzania: *Nasikitika, hatuna duka kama hilo hapa. Lakini unaweza kununua vitambaa na kupeleka kwa fundi akushonee, kama tunavyofanya sisi.*

Mgeni: *Alaa! Sikujua habari hizi. Kwetu tunapata vitu hivi kwenye maduka vikiwa vimeshonwa.*

Mtanzania: *Desturi zetu ni tofauti na zenu. Twende nikuonyeshe...*

(Wanafika kwenye duka la fundi wa kushona nguo.)

Mtanzania: *Duka lenyewe ni hili hapa na fundi yuko hapo ndani.*

Mgeni: *Asante, nitanunua vitambaa nimpe fundi anishonee.*

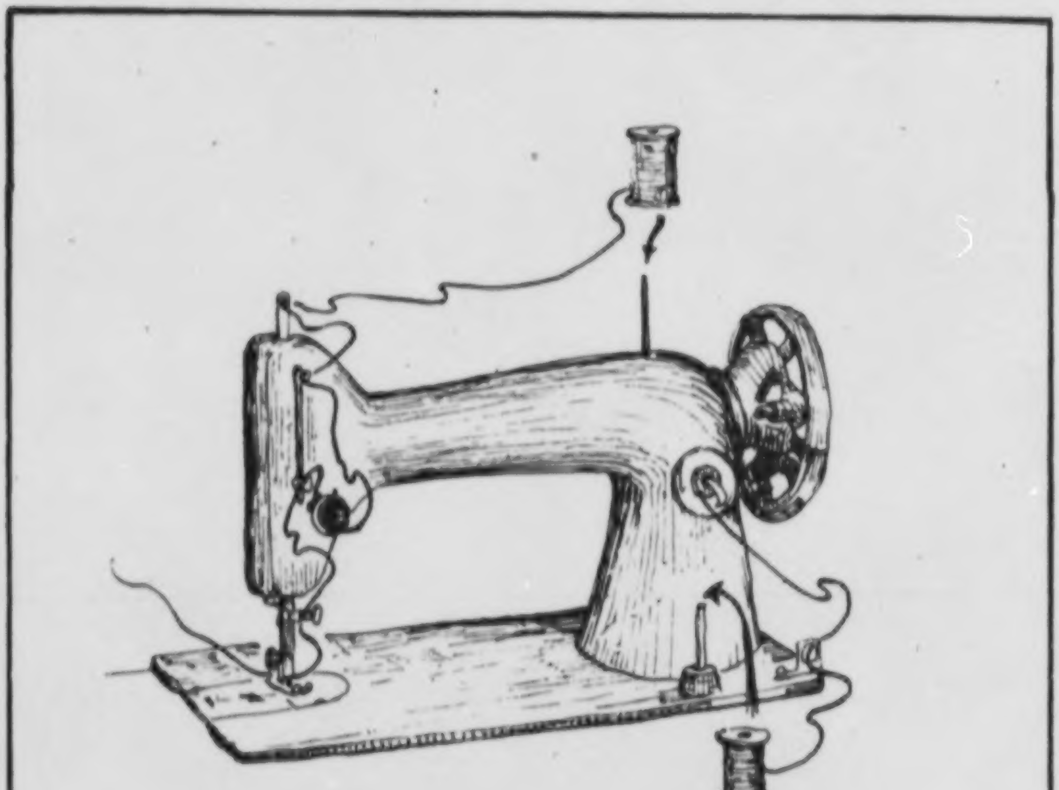
Mtanzania: *Si hivyo dada/kaka. Kwanza lazima umpatie fundi kipimo cha dirisha na kitanda na halafu mtasikilizana bei ya mashono.*

Maneno Mapya

-uza -- sell
shuka(ma-) -- bedsheet(s), bedspread(s)
pazia(ma-) -- curtain(s)
kitambaa(vi-) -- piece of cloth
-shona -- sew
-shonea -- sew for someone
fundi -- skilled person(s)
kipimo(vi-) -- measurement(s)
mashono -- sewed things

Shughuli

Picha: *Eleza sehemu mbalimbali za cherehani zinafanya kazi gani na tafuta majina ya vitu vya kushonea.*



Shughuli

Kusoma:

NYUMBA YA JUMA*

1. Hii ni nyumba iliyojengwa na Juma.
2. Huu ni unga uliokuwamo katika nyumba iliyojengwa na Juma.
3. Huyu ni panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
4. Huyu ni paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
5. Huyu ni mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
6. Huyu ni ng'ombe mwenye pembe iliyopindikapindika aliyemrusha mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
7. Huyu ni msichana aliyemkama ng'ombe mwenye pembe iliyopindikapindika aliyemrusha mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
8. Huyu ni morani shujaa aliyempenda msichana aliyemkama ng'ombe mwenye pembe iliyopindikapindika aliyemrusha mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
9. Huyu ni Kasisi aliyemwoza morani aliyempenda msichana aliyemkama ng'ombe mwenye pembe iliyopindikapindika aliyemrusha mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.
10. Huyu ni jogoo aliyewika asubuhi kumwamsha Kasisi aliyemwoza morani aliyempenda msichana aliyemkama ng'ombe mwenye pembe iliyopindikapindika aliyemrusha mbwa aliyemfukuza paka aliyemkamata panya aliyekula unga uliokuwamo katika nyumba iliyojengwa na Juma.

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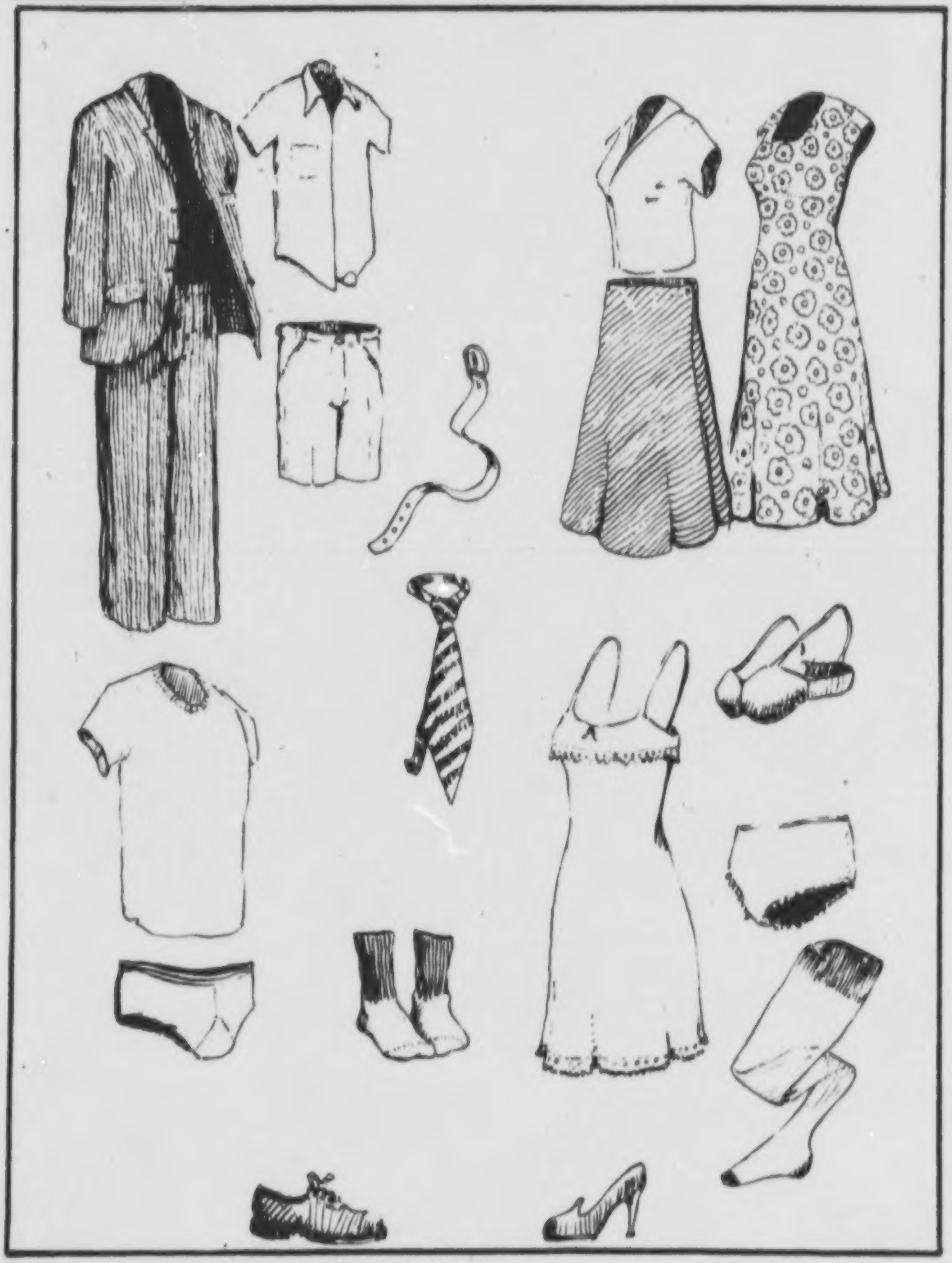
* Taken from *Mazoezi na Mafumbo*, by A.S. Walford; Oxford University Press; Nairobi, 1951.

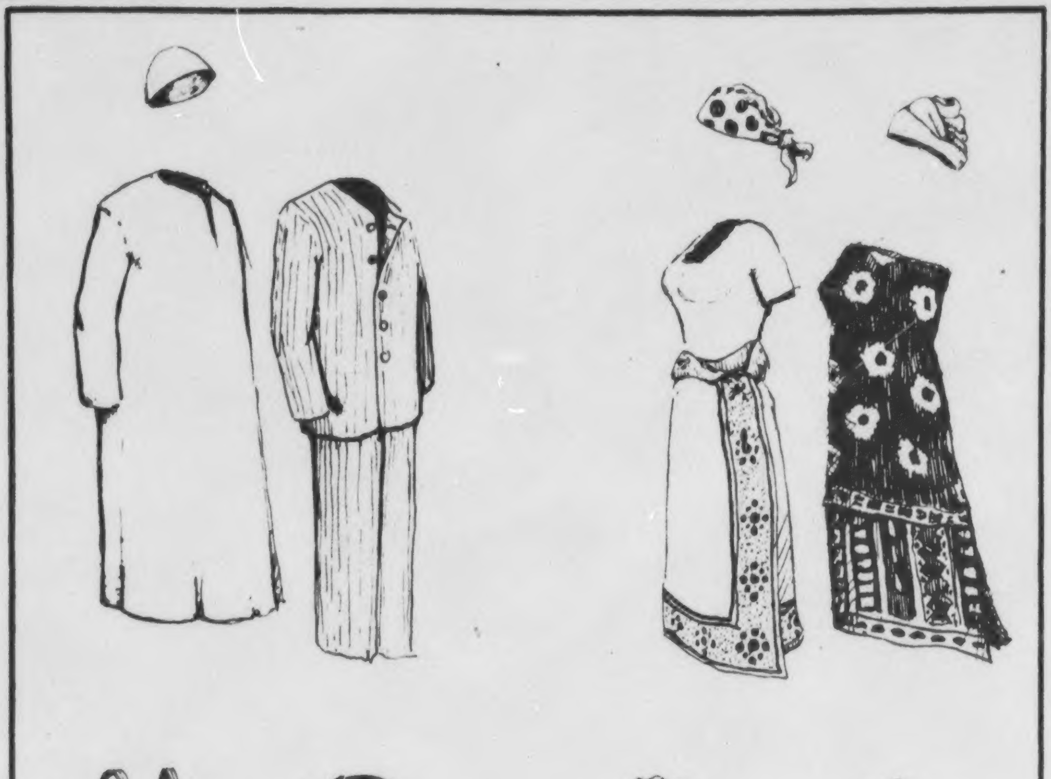
SPECIAL LESSON FIFTEEN

CLOTHES



SOMO MAALUM LA KUMI NA TANO

NGUO



ARRIVING AT THE POST OFFICE

Lesson Forty-Two

Conversation:

Foreigner: How are you brother/sister? I would like to send my letters. Can you tell me which stamps they need?

Post Office Worker: Fine. Let me look at them first. Where are they going?

Foreigner: These two are going to America and this one is going to England.

Post Office Worker: Very well. These two going to America will each need two shillings and 50 cent stamps and this one going to England needs one shilling.

Foreigner: Okay, here is six shillings and could you get me five one shilling stamps and two 50 cent stamps? Also, could you direct me to the mail box?

Post Office Worker: I can. Go to your right and you'll see it there.

KUFIKA POSTA

Somo la Arobaini na Mbili

Mazungumzo:

Mgeni: *Hujambo ndugu. Ninataka kutuma hizi barua zangu. Unaweza kunijulisha zinahitaji stempu za bei gani?*

Mfanya Kazi Posta: *Sijambo. Leta nizitazame kwanza. Zinakwenda wapi?*

Mgeni: *Hizi mbili zinakwenda Marekani na hii moja inakwenda Uingereza.*

Mfanya Kazi Posta: *Vizuri. Hizi zinazokwenda Marekani kila moja inahitaji stempu ya shilingi mbili na senti hamsini na hii ya Uingereza ni shilingi moja.*

Mgeni: *Haya, hizi shilingi sita na unipatie stempu tano za shilingi moja na stempu mbili za senti hamsini. Pia, utaweza kunielekeza mahali palipo sanduku la kuwekea barua.*

Mfanya Kazi Posta: *Naweza. Nenda upande wa mkono wako wa kulia na hapo utaliona.*

Maneno Mapya

-tuma -- send letter/package
(also: send someone to do something)
barua -- letter(s)
Uingereza -- England
sanduku(ma-) -- box(es)

Shughuli

Barua: Soma barua hii na tafsiri.

Mpenzi mama,

Salaam sana ama baada ya wingi wa salaam mimi ni mzima na sina neno. Natumaini wewe uko katika hali njema pia. Je, watu wote nyumbani hawajambo?

Nilifika hapa shuleni bila ya taabu yo yote Nimefurahi kuwaona rafiki zangu wote. Kipindi hiki tutakuwa na masomo magumu mengi basi kwa hivyo nitakuwa na kazi nyingi kwa sababu nataka kufaulu mtihani vizuri

asante kwa kunitengenezea yale maandazi, yalinifaa njiani. Yaliobaki, niliwapa marafiki zangu na waliyapenda sana. Basi usiache kuniandikia barua na kuniarifu habari za mambo ya nyumbani kwa sababu mimi hufanya wasiwasi sana nisipopata barua zako.

Nisalimie jamaa wote nyumbani.

mtoto wako akupendaye,

Mariamu

__Kuandika barua:__ *Soma barua hii na andika jawabu.*

Mpenzi Salimu,

Salaam nyingi na asante kwa barua yako. Nimefurahi kusikia habari za kazi. yako mpya. Yaonekana kama umeipata ile kazi ambayo uliitaka kwa miezi mingi. Subira imekuvutia heri. Basi natumaini mambo yote yatakuwa mazuri na shida zako zote za pesa zitamalizika.

Uliniuliza kwamba nitakuja kutembelea lini. Kwa hivi sasa sijui kwa hakika, kwa sababu kama unavyojua, mke wangu ni ana nimba na mwezi wake umekaribia nitakupa habari nikijua nitapata nafasi lini. Nakutamani sana rafiki yangu na ninataka sana kuja na kukaa nawe angalau kwa siku chache.

Sina mengi ya zaidi kwa sasa. Nisalimie wazee wako na ndugu zako wote.

Akupendaye,
Ali

AFYA - HEALTH

Fungu la Nane

Unit Eight

This unit of lessons is designed to provide you with skills necessary for talking about health, personal health as well as health care in general. The lessons contain conversations and narratives appropriate for:

--Locating health care, e.g. finding a doctor....(Lesson 43)

--Talking about illness with friends and acquaintances..................................(Lesson 44)

--Explaining your own illness to a doctor........(Lesson 45)

--Asking about traditional medical treatments....(Lesson 46)

--Explaining about preventive medicine...........(Lesson 47)

--Explaining about the importance of good nutrition.......................................(Lesson 48)

It is important to remember that Tanzanians have their own medical traditions. An understanding of both traditional and current methods for maintaining health is essential if you are to participate effectively and cooperatively with the people of Tanzania to improve health care. For this reason, the cultural questions included in the lessons in this unit are general, designed to provide you with a basis for exploring and learning about various aspects of health care and nutrition in the particular community where you are living.*

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*The value of systematically orienting oneself to new cultural environments by seeking answers to questions designed specifically to identify areas of possible cultural differences is discussed in the Trans-Cultural Study Guide, written by Volunteers in Asia (edited by G. Bryan, K. Darrow, D. Morrow, B. Palmquist, 1975). Many of the questions in this unit of lessons as well as in lessons in Unit Nine and Unit Ten are based on questions provided in this book.

LOOKING FOR A DOCTOR

Lesson Forty-Three

Conversation:

Foreigner: Today I feel tired and a little sick. Can you help me to see a doctor?

Tanzanian: Let's go to the hospital, there you will be able to see a doctor.

Foreigner: Do you have specialists like we do or do you have general practitioners?

Tanzanian: We have specialists as well as general practitioners. What kind of doctor are you looking for?

Foreigner: I'd like to see a general practitioner please.

(They arrive at the hospital.)

Tanzanian: This is the hospital. If you sit here with the other patients you'll get to see the doctor.

Cultural Questions

In order to understand how health is maintained, it is necessary to know what means are available for administering health care in your community:

Are there local dispensaries? Clinics? Hospitals?

Is there a fee for consulting with medical personnel?

Is there a fee for medicines?

How many doctors are available in different health centers? How many nurses? What other staff is involved in health care?

It may also be useful to find out what facilities are available in your local community health center(s):

Is there a laboratory?
Is there a dental unit?
Is there any x-ray equipment?
Are there facilities for overnight care?
Is there emergency equipment?

KUTAFUTA DAKTARI

Somo la Arobaini na Tatu

Mazungumzo:

Mgeni: *Leo ninajisikia kuchoka na mgonjwa kidogo. Unaweza kunisaidia nimwone daktari?*

Mtanzania: *Twende hospitali, hapo utaweza kuonana na daktari.*

Mgeni: *Je, mnao madaktari wa magonjwa mbalimbali kama kwetu au mnao wa magonjwa yote?*

Mtanzania: *Tuna madaktari wa mgonjwa mbalimbali pia tunao wa magonjwa yote. Unatafuta daktari gani?*

Mgeni: *Ningependa kumuona daktari wa magonjwa yote tafadhali.*

(Wanafika hospitali)

Mtanzania: *Hii ndiyo hospitali. Ukikaa hapa na hawa wagonjwa wengine utapata kuonana na daktari.*

Maneno Mapya

-sikia -- **hear, feel**
mgonjwa(wa-) -- **sick person(s)**
daktari(ma-) -- **doctor(s)**
hospitali -- **hospital(s)**
ugonjwa(ma-) -- **disease(s)**

Shughuli

*Mchezo wa Mgonjwa**

Tabu: *Shikamoo, bibi.*

Bi Rehema: *Marahaba; hujambo?*

Tabu: *Sijambo, bibi. Hatukuonana siku nyingi, hata nimefanya wasiwasi tena. Ulikuwa mgonjwa?*

Bi Rehema: *Ah, mwanangu, nilibanwa na homa kali kweli kweli, nendi sirudi, kitandani tu. Hivi leo unavyoniona, ndio kwanza ninajinyanyua, hata hali sina.*

Tabu: *Sasa, bibi, ulikwenda hospitali?*

Bi Rehema: *Ah, nilitumia dawa za kienyeji tu. Kuna mganga maarufu hapo Majengo. Alikuja kunitazama. Dawa zake zimenifaa kidogo, si haba, Alhamdulilahi. Hali yangu tu naona bado si nzuri, nimedhoofika sana.*

Tabu: *Mimi naona bora tufuatane nikupeleke hospitali Haya maradhi nafikiri hayajakutoka mwilini na huenda yakakurejea tena. Mganga si mtu mwaminifu hata kidogo. Haja yake ni kukulia pesa zako tu.*

Bi Rehema: *Mwanangu, usiseme hivyo, ukatuletea balaa hapa! Wenyewe waganga wakitusikia tunawasema watakataa kunitibu. Na kuna maradhi mengine hayatibiki kwa madaktari, sharti kwa waganga.*

Tabu: *Mimi sikubaliani na wewe, lakini una hiari -- siwezi kukulazimisha kwenda hospitali ikiwa hutaki. Sasa najua jiko huliwezi; mimi nitaingia jikoni nikupikie. Unatamani kipi, uji au ugali?*

Bi Rehema: *Ah, nifanyie japo ubwabwa.*

---

*This play was taken from *Mafunzo ya Kiswahili*, *Kitabu cha Kwanza*, by M. Kamalkhan and A.S. Yahya; Longman Tanzania Limited, Dar-es-Salaam, 1978, p. 30.

Kusoma:

WAGONJWA*

Kuna mambo fulani ambayo yaweza kusemwa juu ya wagonjwa ambayo yaweza kuwa kweli karibu kwa magonjwa yote.

Hewa safi sikuzote ni nzuri. Usifunge madirisha yako kamwe. Kama mgonjwa anaona baridi na ajifunike kwa blanketi isipokuwa kichwani. Usiwe na moto chumbani. Chagua chumba chenye nuru na hewa.

Usingizi sikuzote ni mwema. Usiwaamshe wagonjwa wakiwa wamelala. Mpe mgonjwa kitanda kizuri.

Apate Choo Vizuri. Mpe matunda. Na ikiwa mambo hayo hayafai mpe dawa ya kuharisha kama vile chumvi ya haluli (Epsom salts) ya maji.

Kama ugonjwa umezidi sana usimwache mgonjwa atoke mwenyewe kwenda chooni. Uwe na chungu au chupa kwa mkojo na chungu kwa mavi. Takataka hizi zipelekwe upesi chooni. Osha kwa dawa inayoua vijidudu na maji. Ujiangalie sana katika mambo haya, kwa sababu vijidudu vingi vimo.

Mgonjwa awe na kikombe chake mwenyewe, sahani na kijiko. Vioshwe hivi mara kwa mara, navyo viwe safi. Na awe na sabuni yake mwenyewe na toweli pia.

Choma bandiji kuukuu zote na takataka.

Nawa mikono yako kabla ya kula, na sikuzote baada ya kumwaangalia mgonjwa. Sabuni ya carbolic ni nzuri kwa kunawia.

Mpikie chakula kizuri chepesi.

Kama ugonjwa ni wa kuambukiza mwondoe kila mtu ila abaki mmoja tu wa kumwangalia mgonjwa.

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*Text taken from Maarifa ya Kutunza Afya by E.C. Francis; The Sheldon Press, London, 1943, pp. 50-51.

WAITING FOR THE DOCTOR

Lesson Forty-Four

Conversation:

A: How are you all? Are you all sick like I am?
B: We're fine. What is hurting you?
A: I feel tired and I have stomach trouble. What about you all, what is hurting you?
B: I have malaria fever.
C: I also am bothered by malaria but this child of mine has diarrhea and vomits all the time.
A: I think we should wait for this doctor and maybe he will give us good cures.

Cultural Questions

Before assessing how health care might be improved in your area, identify what health problems exist:

What contagious diseases are found in your community? (e.g. measles, mumps, smallpox, poliomyelitis, chickenpox, tuberculosis, etc.)

What parasitic diseases exist in the community? (e.g. bilharzia, amoebic dysentery, elephantiasis, etc.)

How are these diseases transmitted?

What precautions are taken to control them (if any)?

What nutritional diseases occur?

What vitamin and mineral deficiencies occur? (e.g. anemia from lack of iron, rickets from lack of calcium, goiter from lack of iodine, etc.)

What protein deficiencies occur?

Is marasmus (starvation) present?

Is kwashiokor (protein deficiency) present?

KUMNGOJEA DAKTARI

Somo la Arobaini na Nne

Mazungumzo:

A: Hamjambo! Ninyi pia ni wagonjwa kama mimi?
B: Hatujambo. Kwani wewe unaumwa nini?
A: Ninajisikia kuchoka pia ninatatatizo ya tumbo. Na ninyi je, mnaumwa nini?
B: Mimi nina homa ya malaria.
C: Mimi pia ninasumbuliwa na malaria lakini huyu mtoto wangu anahara na kutapika kila saa.
A: Naona tumsubiri daktari huyu labda atatupatia matibabu mazuri.

Maneno Mapya

tatizo(ma-) -- problem(s), irritation(s)
tumbo(ma-) -- stomach(s)
homa -- fever(s)
malaria -- malaria
-sumbua -- annoy
-hara -- have diarrhea
-tapika -- vomit
-subiri -- wait patiently, be patient
utabibu(matibabu) -- cure(s), treatment(s)

Shughuli

Kusoma:

KITU GANI KINATUFANYA TUWE WAGONJWA.*

Pengine tunakutana na ajali, au kufanya jambo lo lote la kipumbavu na kujiumiza mwili wetu. Watu walizoea kusema mchawi au mzimu ndiyo sababu ya magonjwa yetu, lakini sasa tunajua ya kuwa hii si kweli. Tunaweza kugundua asili za magonjwa yaliyo mengi. Kama tukiondoa kile chanzo cha ugonjwa ndiyo twauponya ugonjwa.

Zamani watu waliokuwa wakijenga mfereji wa Panama walishambuliwa sana na homa za mbu -- malaria na yellow fever, *na kwa hivi iliwabidi kwenda zao na kuiacha kazi. Hatimaye daktari hodari aliona ya kuwa mbu fulani ndio waliokuwa wakileta homa ile. Akawatafuta mahali walipokuwa wengi akawaua. Wafanyaji kazi wakarudi kujenga mfereji bila kupata homa.*

*Mtu mmoja aliunda chombo kiitwacho darubini ya vijidudu (*microscope*). Kama tukitazama kitu kidogo sana kwa darubini hiyo huonekana kikubwa. Tunaweza kuona vitu vingi sana kwa darubini hiyo ambavyo havionekani kwa macho yetu.*

*Bwana mmoja maarufu wa Kifaransa anayeitwa Pasteur aliitumia darubini yake akagundua kuwa viko vitu vingi sana vyenye uhai katika hewa, maji, na karibu kila mahali ambavyo twaviita vijidudu (*germs*). Vijidudu vingine ni vyema, vingine ni vibaya. Vingine hutuletea maradhi, na vingine hupigana na vile viletavyo maradhi navyo hutuweka katika hali njema. Vilivyo vingi huzaana upesi upesi ajabu. Unaweza kuviona kwa darubini vikikua.*

Sasa binadamu amefahamu ya kwamba ni vijidudu hivi ambavyo hutuletea ugonjwa. Kijidudu kimoja hutuletea malaria na kingine ugonjwa wa malale na kadhalika. Kama tukichukua damu ya mtu na kuipima katika darubini, mara nyingi twaweza kuona vijidudu vinavyotujulisha ugonjwa wake.

Tunaweza kujifunza mahali vikaapo vijidudu vibaya na jinsi viishivyo. Kwa njia hii twaweza kuviona na kukomesha magonjwa.

JINSI YA KUEPUKA VIJIDUDU VIBAYA.

1. Ondoa uchafu. Mahali palipo na uchafu vijidudu vibaya pia vipo. Kama twataka kuondoa magonjwa yapasa kuondoa uchafu.

2. Kutunza miili yetu iwe yenye nguvu na yenye afya. Miili yetu hupigana na vijidudu vibaya. Vijidudu vingine huingia katika miili yetu ingawa tu safi, lakini kwa kawaida hivi havitufanyi wagonjwa kwa sababu miili yetu huvishambulia.

Kwa mfano, kama tukijikata vijidudu vibaya huingia. Neva zetu hupeleka habari kwenye ubongo. Ubongo wetu hupeleka damu mpaka pale mahali pabaya. (Hii ndiyo sababu panavimba.) Askari weupe (white cells) *katika damu yetu hula vijidudu vile. Nao mara nyingi hushinda. Usaha hutokea kwa sababu ya vijidudu na askari weupe waliokufa. Kama vita ni vikubwa usaha pia utakuwa mwingi.*

Hivyo basi hatuna budi kuiweka miili yetu katika hali ya nguvu na afya ili ipigane vyema. Chakula chema, nyumba nzuri, mazoezi mazuri, vitakufanya mwenye nguvu tena mwenye afya.

Kama mwili wetu ukishindwa katika vita ndipo twaanza kujiona wagonjwa. Mungu anatufanya tuwe wagonjwa ili tupate kupumzika na kusaidia miili yetu katika pigano.

3. Tumia baadhi ya vitu vinavyoua vijidudu vibaya.

Joto,
Mwangaza wa jua na hewa safi,
Dawa ya kuulia vijidudu (disinfectant),
Dawa maalum.

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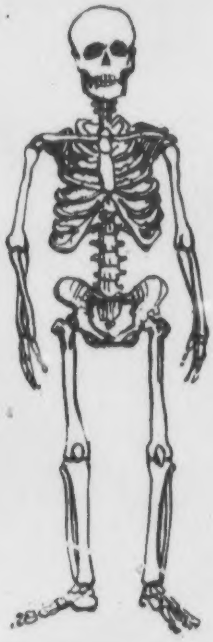
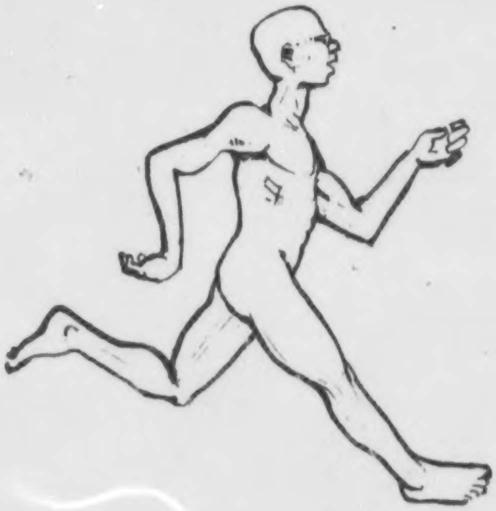
*The texts in this lesson are taken from Maarifa ya Kutunza Afya by E.C. Francis; The Sheldon Press: London, 1943, pp. 17-19.

SPECIAL LESSON SIXTEEN

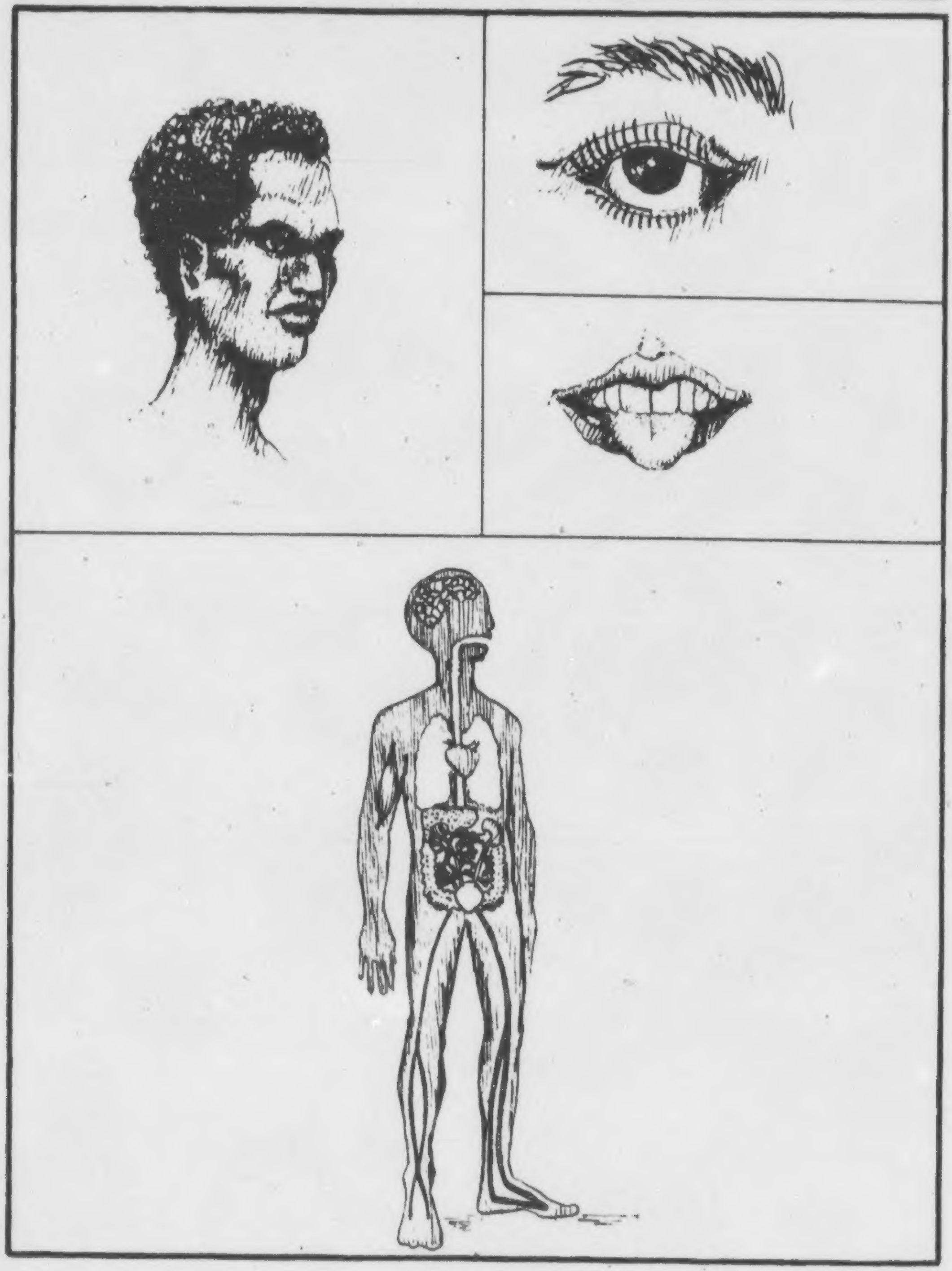
BODY PARTS





SOMO MAALUM LA KUMI NA SITA

SEHEMU ZA MWILI



MEETING WITH THE DOCTOR

Lesson Forty-Five

Conversation:

Foreigner: (How's) news brother/sister?
Doctor: Fine. Sit on the chair.
Foreigner: Thank you.
Doctor: Explain your problem to me.
Foreigner: I feel tired all the time and also I have trouble with my urine.
Doctor: Aha! You have an infection in your *kibofu* that's why you have these difficulties.
Foreigner: Oh! What is a *kibofu?* I am a foreigner and I haven't heard this word before.
Doctor: Don't be alarmed, it's not a bad illness. *Kibofu* is a bag that collects urine in the stomach (i.e. bladder).
Foreigner: I'm happy to hear this word but is there a cure for it?
Doctor: Yes. I will give you these pills to take three times a day and also it will be good to drink water from young coconuts occasionally.

Cultural Questions

Before approaching people about improving health care, find out how existing professional health services are actually used:

How many patients visit professional health centers?

Does the number of patients fluctuate seasonally?
Is there a long wait to see professionals?
Who goes? Who doesn't go, and why?

What happens when you visit medical personnel?

Is the illness explained?
Is the purpose of the medicine explained?
Is treatment preventive or curative?

How is professional medical staff regarded in the community? Why?

KUKUTANA NA DAKTARI

Somo la Arobaini na Tano

Mazungumzo:

Mgeni: *Habari ndugu.*
Daktari: *Nzuri. Keti kwenye kiti.*
Mgeni: *Asante.*
Daktari: *Nieleze shido yako.*
Mgeni: *Najisikia kuchoka kila saa pia ninasumbuliwa na mkojo sana.*
Daktari: *Aha! Una ambukizo kwenye kibofu cha mkojo ndiyo maana ukapata shida hizi.*
Mgeni: *Alaa! Kibofu cha mkojo ni nini? Mimi ni mgeni hapa na sijasikia neno hili.*
Daktari: *Usishtuke, si ugonjwa mbaya. Kibofu ni ule mfuko unaokusanya mkojo katika tumbo.*
Mgeni: *Nimefurahi kusikia neno hili, lakini kuna dawa yake?*
Daktari: *Ndiyo. Nitakupatia tembe hizi utumie mara tatu kwa siku na pia ni vizuri kunywa maji ya madafu kwa mara.*

Maneno Mapya:

mkojo -- urine
ambukizo(ma-) -- infection(s) from *-ambukiza* (spread)
kibofu(vi-) -- bladder
-shtuka -- be startled
-kusanya -- collect
dawa -- medicine(s)
tembe -- tablet, pill(s)
-nywa -- drink
dafu(ma-) -- young coconut(s)

Shughuli

Kusoma: *HOMA**

Namna za Homa (katika Afrika ya Katikati).

Homa ya malaria, *Ugonjwa mbaya wa tumbo* (blackwater fever), *Homa ya vipindi,* *Homa ya enteriki.*	*Daktari anaweza kutambua tofauti yake.*

Katika homa zote mambo fulani huonekana:

Hali ya moto wa mwili ya kupita kiasi. (Joto la miili yetu la kawaida ni 98.4° tunajiona wagonjwa joto la mwili likizidi. Zaidi kuliko 103° ndiyo vibaya sana. Tunapima joto la mwili kwa sahihi kwa Kipima Joto atiwacho mgonjwa kinywani (thermometer)*. Kama hatunacho kipimo hiki tunaweza kuliona joto la ngozi ya mgonjwa.)*

Mapigo ya upesi ya mwendo wa damu. (Kwa kawaida watu wote mapigo ni 72 kwa kila dakika wanapokuwa wametulia).

Kuumwa na kichwa.

Maumivu ya miguu na mwili.

Chakula hakitakiwi.

Kama mtu ana homa hatuna budi kufuata maonyo yote tuliyoandikiwa juu kwa wagonjwa wote.

Homa ya Malaria.

Huu ndio ugonjwa mkuu sana katika nchi ya Afrika ya Katikati, kwa sababu watu wengi wanao. Vijidudu vimo katika damu. Vinachukuliwa na mbu Anopheles. *Karibu Waafrika wote wana baadhi ya vijidudu vya malaria katika damu yao, ila damu zao zina nguvu na zinapigana navyo, hivyo si wagonjwa. Mzungu apatapo malaria huwa mgonjwa zaidi kuliko Mwaafrika, kwa sababu ni ugonjwa mgeni kwake na damu yake haijazoea kupigana nao. Watoto wachanga wa Kiafrika huwa wagonjwa sana na kufa. Damu yao haijajifunza jinsi ya kupigana navyo.*

Kwa Waafrika, damu yao, kidogo kidogo huvishinda vijidudu vya homa, lakini homa ikiwa kali sana mpe mgonjwa Kwinini (kidonge kimoja, mara nne kwa siku). Kwinini si nzuri kwetu, kwa hiyo ni vizuri kuepuka malaria kuliko *kujaribu kuupata ugonjwa na kuuponyesha. Jiepushe na mbu. Kama huwezi kufanya hivyo lala ndani ya chandalua.*

Kwinini inauzwa rahisi sana katika afisi zote za Posta.

Ugonjwa mbaya wa Tumbo (Blackwater Fever).

Huu ni ugonjwa wa hatari sana. Mara nyingi unawaua walioambukizwa nao, isipokuwa Waafrika hawaupati sana. Mkojo hubadilika kuwa mwensi au rangi nyeusi na nyekundu pamoja, na mgonjwa huwa hawezi sana. Hutokea baada ya homa ya malaria.

Mgonjwa lazima apumzike mahali alipo.
Mwite Daktari; usimpeleke hospitali.
Mpe maji mengi; mpe kidogo kidogo wakati wote.

Homa ya vipindi (au Homa ya papasi). (Tick Fever)

Ugonjwa huu huenezwa na papasi au labda chawa, kama ilivyo kwa malaria kupelekwa na mbu. Homa hii huitwa ya "vipindi" kwa sababu mgonjwa huonekana hajambo na baada ya muda usio mrefu homa huzidi vibaya sana.

Nenda hospitali ukiwa na homa isiyokuachia.
Jiepushe na papasi na chawa.

Homa ya Enteriki.

Ugonjwa huu ni wa hatari na wakuambukiza sana. Vijidudu vyake vimo katika mavi. Vinaweza kuchukuliwa na inzi mpaka katika maziwa au chakula au vitajingiza katika maji ya kunywa wanapoteka watu.

Kwinini haisaidii.

Mgonjwa apumzike kimya kabisa.

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*Text taken from *Maarifa ya Kutunza Afya* by E.C. Francis; The Sheldon Press: London, 1943, pp. 51-53.

LEARNING ABOUT TRADITIONAL MEDICINE

Lesson Forty-Six

Conversation:

Tanzanian: My friend, how are you feeling after seeing the doctor?

Foreigner: I'm fine but I was surprised when the doctor told me to drink water from young coconuts to cure a urine infection. I thought that traditional medicine isn't used at the hospital.

Tanzanian: According to our customs, we use hospital and traditional medicines together to treat some illnesses.

Foreigner: Can you explain a little about other traditional treatments?

Tanzanian: Yes. We have many traditional medicines but you can't know them all. I will explain one which you will know.

Foreigner: Fine.

Tanzanian: You know (how) sometimes your nose may ache inside, well (in this case) you take a little hot water and salt, and then you suck it into your nose and blow it out. This helps a lot and is one traditional cure.

Cultural Questions

To cooperate with community members in improving health care, you must also understand how non-professional medical services are used in your community:

Is there a strong tradition of folk medicine?

Who are the healers and how are they trained?

What kinds of treatments are available, and how effective are they?

Who goes to traditional healers? Why?

What is the relationship between professional and non-professional medical services?

How have the two systems affected one another?

KUJIFUNZA MATIBABU YA KIENYEJI

Somo la Arobaini na Sita

Mazungumzo:

Mtanzania: Je rafiki yangu, unajisikiaje baada ya kuonana na daktari?

Mgeni: Sijambo lakini nilistaajabu nilipoambiwa na daktari ninywe maji ya madafu kuponya ugonjwa wa mkojo. Nilifikiri dawa za kienyeji hazitumiki hospitalini.

Mtanzania: Kwa desturi za kwetu kwa magonjwa mengine tunatumia dawa za hospitali na za kienyeji pamoja.

Mgeni: Unaweza kunieleza kidogo habari za matibabu mengine ya kienyeji?

Mtanzania: Ndiyo. Tuna dawa nyingi za kienyeji lakini huwezi kuzifahamu zote. Nitaeleza moja utakayoijua.

Mgeni: Vizuri.

Mtanzania: Unajua mara nyingine unaweza kuumwa na pua ndani basi utachukua maji ya moto kidogo na chumvi, halafu utavuta kwenye pua na kutoa. Hii husaidia sana na ni utabibu mmoja wa kienyeji.

Maneno Mapya:

-staajabu -- be surprised
-ambia -- tell
kienyeji -- traditional
pua -- nose(s)
-vuta -- suck in (also: pull, drag)
-toa -- put out

Shughuli

Kusoma: *MAGONJWA YA MWILI MZIMA**

Tauni. (Plague)

Huu ni ugonjwa wa hatari sana na wakuambukiza.

Hasa ni ugonjwa wa panya, lakini wanadamu wanaweza kuupata kwa njia hii: Katika mwili wa panya huishi viroboto. Kama panya akifa kwa ajili ya tauni viroboto hivi huuacha mwili wake na kutafuta panya mwingine. Kama hawapati panya mwingine wanaweza kumpata mwanadamu na kumwuma. Wanaacha vijidudu vya tauni katika damu yake.

Inamianya mtu awe mgonjwa kwa ghafula. Vifuko vya mwilini (glands) *katika miguu yake huvimba na katika makwapa pia au pengine hata shingoni.*

Mwite daktari upesi.

Mweke mgonjwa peke yake mwenye nguo safi na mablankenti mahali pasipo na panya. Choma nyumba yake ukiua panya wote waliomo. Wasiokoke.

Malale (Sleeping Sickness).

Huu ni ngonjwa mbaya sana na karibu sikuzote huua wale walio nao. Huenezwa na mbungo (chafuo), kama malaria ichukuliwavyo au kuenezwa na mbu. Hatuna budi basi kuweka wagonjwa mahali ambapo hawawezi kuumwa nao.

Malale si ugonjwa wa kawaida katika nchi ya Kavirondo isipokuwa sehemu fulani fulani kando ya ziwa.

Hatuna budi kuuzuia kwa kuwaepuka na kuwashambulia mbungo na chafuo.

Daktari aweza kusaidia ikiwa ameitwa mwanzo wa ugonjwa. Kama ugonjwa umezidi sana hawezi kusaidia zaidi.

Ndui. (Small Pox)

Huu ni ugonjwa wa hatari sana na wakuambukiza. Unachukuliwa kwa njia nyingi kutoka kwa mgonjwa (pumzi, nguo, inzi), na uangalifu mwingi unatakiwa.

Ulikuwa ugonjwa wa kawaida sana Uingereza; sasa karibu haujulikani huko. Sababu yake ni kule kuchanjwa kwatufanya tuwe salama na kwa kuwa tumejifunza kuitunza miji yetu iwe safi. Waingereza wanayo sheria isemayo kwamba kila mtu lazima achanjwe. Waafrika wengi sasa wamechanjwa. Ikiwa watoto wachanga wakichanjwa mara baada ya kuzaliwa, kila mmoja atakuwa salama wakati ule ule.

Kama mtu akipatwa na ndui (au tetekuwanga, inayofanana na ugonjwa huo, ila si ya hatari), huna budi kumtenga katika kibanda cha peke yake. Mwacheni mtu mmoja tu aliyechanjwa amwangalie. Peleka habari kwa daktari upesi.

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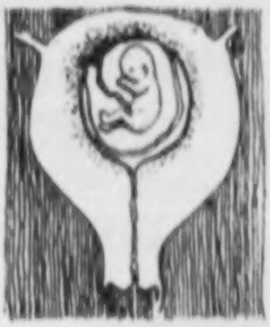
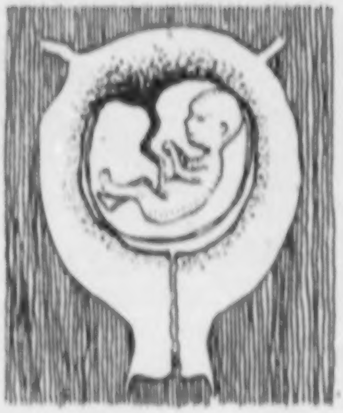
*Texts taken from *Maarifa ya Kutunza Afya* by E.C. Francis; The Sheldon Press: London, 1943, pp. 54-55.

SPECIAL LESSON SEVENTEEN

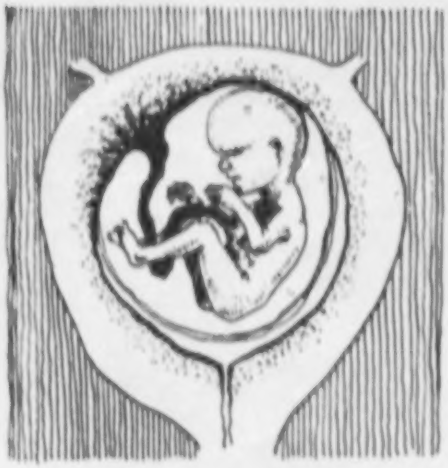
PREGNANCY



Two months



Three months



Five months

SOMO MAALUM LA KUMI NA SABA

*MIMBA**

Mimba

Maisha ya binadamu yanaanza ndani ya uzao wa mwanamke wakati mwanamke anaposhika mimba, yaani wakati yai moja kutoka kwenye manii ya baba limeingia ndani ya uzao wa mama na kukutana na lile la mama. Mayai haya yanapokutana huungana na kuwa yai moja. Yai hili huanza kuumbika na kuendelea kukua kwa muda wa miezi tisa na baadaye ndipo mtoto kamili huzawa.

Hebu tuangalie safari hii ya ajabu ya mtoto toka mwezi wa kwanza mpaka atakapozaliwa.

Mwezi wa 1

Mayai ya baba na mama yanapokutana katika uzao wa mama huwa ni madogo sana hata hayawezi kuonekana kwa macho. Wakati huu, ndani ya uzao, mfuko mwembamba huumbika na ndani yake huwamo mayai haya ambayo sasa yatakuwa yameungana na kuwa yai moja; mfuko huu unaitwa mji. Baina ya mji na ukuta wa uzao hukusanyika vitu vya kumlisha mtoto: damu, maji na hewa. Hivi hupitia kwenye ukovute ambao umeunganika na kitovu cha mtoto.

Baada ya mwezi mmoja yai hili hugeuka nofu la nyama na mishipa ya hisi na ubongo wa mtoto huanza kuumbika.

Mwezi wa 2

Nofu hili la nyama sasa lina umbo la pekee. Lina kichwa, miguu, mikono na viungo vingine ingawa havifanani sana na vya binadamu. Vile vile vinaonekana uso, shingo, midomo, pua, mashavu, taya na vinginevyo. Lakini kiungo muhimu kinachodhihirika sasa ni utupu wa mtoto na kufahamika kuwa ni mume au mke.

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*Text taken from Mafunzo ya Kiswahili, *Kitabu cha 3*, by A.S. Yahya and M. Kamalkhan; Longman Tanzania, Ltd., Dar-es-Salaam, 1977.

Mwezi wa 3

Mtoto anaendelea kukua. Mashimo ishirini yanaonekana katika ufizi wake ambamo meno yatamea baada ya mtoto kuzawa.

Koo ya kutolea sauti pamoja na utumbo wa kupokelea chakula vinaanza kuumbika. Vile vile figo zinatokeza na sasa mtoto anaweza kukojoa mle mle mjini. Mtoto sasa anaanza kutumia misuli kunyooshanyoosha miguu na mikono yake na pia kuchezesha mabega yake kidogo kidogo.

Mwezi wa 4

Mwezi huu ngozi ya mwili inaanza kukua lakini ina mikunjomikunjo na ni nyekundu sana kwa sababu bado haijakua barabara. Mtoto sasa ana urefu wa kiasi inchi nane.

Mwezi wa 5

Ngozi ya mwili inaendelea kuimarika kwa kuwa ndiyo itakayokuwa imefunika na kulinda nyama ya mwili mzima wa mtoto huyu. Nywele zinaanza kumea utosini na kucha pia zinaanza kutokeza kwenye vidole vya mikono na miguu. Uti wa mgongo unaanza kukamilika. Mtoto sasa ana urefu wa kiasi inchi kumi na mbili na uzito wa kiasi ratili moja.

Mwezi wa 6

Mwezi huu macho ya mtoto, yaliyokuwa yamefunga, yanafumbuka. Kope na nyusi zinaanza kuchipua. Ulimi sasa waweza kutambua ladha mbalimbali.

Mwezi wa 7

Ubongo wa mtoto unaendelea kukua na kuumbika na mishipa ya hisi kutoka ubongoni inaunganisha ubongo na sehemu zote za mwili.

Mwisho wa mwezi huu mtoto atakuwa amefika urefu wa kiasi inchi kumi na sita na uzito wa kiasi ratili tatu na rangi yake ni nyekundu. Akizawa sasa, aweza kuishi kwa vile ana uwezo wa kuvuta pumzi, kumeza kinywaji na kulia lakini atapata taabu sana kujikinga na maradhi na madhara mengine; tamaa yake ya kuishi duniani ni ndogo sana.

Mwezi wa 8

Mwezi huu mtoto yuko tayari kuzawa kwa sababu mwili wake umekwisha kukamilika. Lakini atangojea ili akamilike zaidi. Sasa rangi yake si nyekundu bali ile atakayozawa nayo kwa kulingana na rangi ya wazazi wake.

Sasa hujizungusha ili apate mazoezi ya mwili na pengine hugeuza mkao wake. Halafu hupumzika na kulala. Akiamka huendelea na mazoezi zaidi.

Mwezi wa 9

Mwisho wa mwezi wa tisa uzao wa mamake hufunguka na mtoto akazawa. Aghlabu hutoka kichwa mwanzo. Akitoka nje, jambo la kwanza afanyalo mtoto huyu ni kuangua kilio na kuanza kuvuta pumzi. Anaanza maisha yake duniani; sasa yeye ni binadamu kamili.

TEACHING ABOUT HOW TO PREVENT DISEASES

Lesson Forty-Seven

Narrative of an American

Certainly my friend, I see that these local medicines are good but when I was at the hospital I saw many people who were sick with malaria and others with diarrhea and vomiting. In fact, you can't see these illnesses where we come from and that's not because they do not occur (there). They are found but we have ways to protect ourselves from them. For example, there is medicine to prevent malaria. We're given two pills to take every week when we come to Africa and the second important thing is that it is necessary to boil drinking water in order to kill the germs which cause diarrhea.

Cultural Questions

Before beginning to suggest methods for improving health care, it is necessary to find out about health care programs which already exist in your community:

Is health care based on a curative or preventive model?

How do present programs differ from past programs? Why?

Are there any health education programs? Are they effective? Why? Whom do they assist? What health problems do they deal with?

Are there any immunization programs? Are they effective? Why?

KUFUNDISHA JINSI YA KUZUIA MAGONJWA

Somo la Arobaini na Saba

Masimulizi ya Mmarekani

Kwa hakika rafiki yangu ninaona hizi dawa za kienyeji ni nzuri lakini nilipokuwa hospitalini niliwakuta watu wengi walio na homa ya malaria, na wengine wanahara na kutapika. Kwa kweli huwezi kuyakuta magonjwa kama haya kwetu na si kwa sababu hayapatikani. Yanapatikana lakini tuna njia ya kujikinga nayo. Kwa mfano, kuna dawa za kujikinga na malaria. Hupewa tembe mbili tumeze kila wiki tunapokuja Afrika na jambo la pili muhimu ni lazima kuchemsha maji ya kunywa ili kuua vijidudu vya ugonjwa wa kuharisha.

Maneno Mapya

hakika -- certainty(ies)
-patikana -- be found
-kinga -- protect
-ua -- kill
kijidudu(vi-) -- germ(s), bacteria
-harisha -- cause diarrhea

Shughuli

Kusoma: *MAGONJWA YA KIFUA**

Mafua na Kifua.

Haya ni magonjwa madogo, lakini yatupasa tuyaangalie, maana yanaweza kubadilika yakawa magonjwa mengine ya kifua yakiendelea kuwa mabaya. Miili yetu hupigana nayo zaidi kuliko dawa. Mambo yaliyo bora ni haya:

Hewa safi -- weka madirisha wazi.
Chakula chema.

Kama kifua au mafua yanazidi unaweza kupata dawa inayoweza kuusaidia mwili kupigana nayo.

Twaambukiziwa kifua na mafua kwa pumzi ya wale walio nayo. Usiwaruhusu watoto wazima kucheza pamoja na wagonjwa.

Kifaduro. (Whooping Cough)

Watoto hupata ugonjwa huu. Wanakohoa mara nyingi hata pumzi inawapotea, nao wanakoroma na mara nyingi hutapika. Unaambukiza sana. Watenge wagonjwa peke yao. Waangalie wasipate ugonjwa wa kifua kikali (pneumonia).

*Ugonjwa wa Makamasi (*Influenza*).*

Ni mafua pamoja na homa. Ni ugonjwa wa hatari na mara nyingi unaambukiza. Jambo lililo bora kupita yote ni kupumzika kitandani.

Kifua Kikuu.

Huu ni ugonjwa mbaya. Unaambukiza, na unaweza kuupata kwa njia ya pumzi au mate ya mgonjwa. Atemapo mate hukauka na vijidudu huchanganyika na mavumbi vikapeperushwa hewani, na watu wengine huvivuta katika pumzi yao.

Kifua Kikuu ni shida sana kuponyeka kwa dawa, bali miili yetu hupigana na pengine hushinda, zaidi ukiwa unapata hewa safi kwa wingi.

Kichomi (Pneumonia).

Ni kukohoa pamoja na homa. Ni hatari sana. Mgonjwa anajiona mgonjwa sana na hupumua upesi upesi. Kichomi mara nyingi huja baada ya magonjwa mengine (kwa mfano, homa), miili yetu iwapo dhaifu. Unawaua Waafrika wengi.

Jambo lililo bora ni kuuweka mwili katika hali ya nguvu kwa --

Chakula kizuri, hasa maziwa.
Kupumzika kitandani katika chumba kizuri chenye nuru na hewa safi.
Kukaa kitandani namna hii ni vema kuliko kulala sawasawa.
Lala sana kadiri utakavyoweza.
Usitembeetembee. Usiondoke hata kwenda haja.

Mpeleke mgonjwa hospitali kama ikiwezekana.

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*Text taken from *Maarifa ya Kutunza Afya* by E.C. Francis; The Sheldon Press: London, 1943, pp. 55-57.

THE BENEFIT OF EATING NUTRITIONAL FOOD

Lesson Forty-Eight

Conversation:

Tanzanian: How come I see that you have (so) many different foods?

American: It's necessary for building my body.

Tanzanian: Building the body! We eat *ugali* and vegetables or meat. We are satisfied and healthy.

American: That's not the way. You must understand that the body needs protein and various vitamins so as to build your body so you have a lot of strength and also so you will not get many diseases and you will be able to live a long life without any problem. Proteins and vitamins are found in foods like these: cheese, eggs, meat, milk, various vegetables and fruit.

Cultural Questions

In order to improve basic nutrition in your community, you must know what foods are available, and how they may be used to fulfill the nutritional needs of the community:

What is the basic carbohydrate in the community's daily diet?

How is it prepared? (Are any improvements possible?)

How is the crop raised? (Any improvements possible?)

What are the basic protein sources?

What is the cost of protein in relation to carbohydrates?

How much is consumed?

Where is it obtained? (Can availability be improved?)

What vitamin and mineral requirements are filled by the foods which people normally eat?

Are there foods available which could be used to improve vitamin and mineral consumption if eaten more regularly?

FAIDA YA KULA CHAKULA BORA

Somo la Arobaini na Nane

Mazungumzo:

Mtanzania: *Mbona ninaona una vitu vingi mbalimbali vya chakula?*

Mmarekani: *Lazima, kwa ajili ya kutaka kujenga mwili wangu.*

Mtanzania: *Kujenga mwili! Sisi tunakula ugali na mboga au nyama. Tunashiba na kuwa na afya.*

Mmarekani: *Si hivyo. Lazima ufahamu kuwa mwili unahitaji protini na vitamini mbalimbali ili kuweza kuujenga mwili wako uwe na nguvu sana na pia kutopata magonjwa mengi, na utaweza kuishi mpaka uwe na umri mrefu bila ya taabu. Na protini na vitamini hupatikana kwenye vyakula kama hivi: jibini, mayai, nyama, maziwa, mboga tofauti na matunda.*

Maneno Mapya:

ajili -- reason, sake
-shiba -- be full, sated
afya -- health
protini -- protein(s)
vitamini -- vitamin(s)
nguvu -- strength
umri -- age(s)
taabu -- difficulty(ies), problem(s)

Shughuli

Kusoma: NAMNA MBALIMBALI ZA VYAKULA*

Unapojenga nyumba wahitaji miti, udongo, majani, kamba na pia wahitaji kadiri inayotosha ya kila namna. Kama huna miti ya kutosha hutaweza kujenga vema hata kama una manyasi mengi sana.

Chakula ni kama namna hii pia. Namna mbalimbali za vyakula zina kazi mbalimbali katika miili yetu. Mtu mwenye busara atavichanganya kwa kadiri iliyo ya sawasawa. Sisi sote twahitaji namno tano za vyakula.

1. Chakula kitupacho nguvu.

Nafaka (Mahindi, mtama, mchele, ngano).
Viazi na viazi vitamu,
Ndizi,
Tende,
Muhogo,
Sukari.

Twahitaji hivi kwa wingi (zaidi sana kuliko namna nyingine), bali peke yake havitoshi. Fikiri katika jiografia jinsi makabila mbalimbali wanavyochagua kimojawapo cha vyakula hivi kuwa chakula chao kikuu.

2. Chakula kinachojenga miili yetu.

Nyama,
Samaki,
Mayai,
Mbaazi, kunde na maharagwe.

Sisi sote tunahitaji hivi kwa sababu miili yetu huchakaa nyakati zote, lakini watoto wanaokua huvihitaji zaidi. Ni ubora kula baadhi ya vyakula hivi kila wakati wa chakula.

3. Unono.

Mafuta,
Siagi na samli,
Njugu.
Mafuta ya uto,
Shahamu.

Vitu hivi ni kama vile vya fungu la kwanza, kwa kuwa hutupa nguvu, bali tena huweza kufanya mafuta katika mwili wetu.

4. Chumvi.

Kidogo tu. Inasaidia tumbo katika kusaga chakula chetu.

5. Vitu vilivyo lazima kwa afya vipatikanavyo katika vyakula fulani (**vitamins**).

Tunahitaji kidogo sana baadhi ya vitu vilivyo katika --

Mboga mbichi,
Nyanya,
Matunda (k.m. machungwa)
Mayai,
Shahamu,
Samaki
Maziwa,
Siagi.

Siku za kale mabaharia walikaa baharini kwa majuma mengi na hawakuweza kupata vitu hivi. Wote walikuwa wagonjwa. Hatuna budi kuangalia kuwa hatusahau vyakula hivi. Matunda na nyanya ni bora yakiliwa vibichi mara nyingi.

Pamoja na haya ya vyakula vya namna mbalimbali twahitaji maji mengi.

Mfano wa Chakula Kizuri cha Siku.

1.	*Mahindi... ... ...*	*Ratli 1¼*
2.	*Nyama... ... ...*	*Wakia 4*
3.	*Kunde au Maharagwe... ... ...*	*Wakia 4*
4.	*Njugu... ... ...*	*Wakia 2*
5.	*Chumvi... ... ...*	*Wakia ¼*
6.	*Mboga mbichi na matunda ...*	*Kwa wingi.*

Maziwa.

Vitu vingi ambavyo twavila vina namna kadha wa kadha za namna mbalimbali za vyakula tulivyosema, lakini katika maziwa kiasi kimekadirishwa kwa wingi ulio wa sawasawa kabisa. Maziwa ni chakula peke yake ambacho kuishi kwa hicho.

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* Text taken from *Maarifa ya Kutunza Afya* by E.C. Francis; The Sheldon Press: London, 1943, p. 45-47.

ELIMU YA KUJITEGEMEA - EDUCATION FOR SELF-RELIANCE

Fungu la Tisa

Unit Nine

The lessons in this unit consist of readings about various aspects of Tanzania's development which are important for an appropriate understanding and appreciation of current government policies regarding education in the country. The readings are brief, based on materials written in Swahili by Tanzanians. The texts are simple, designed to introduce vocabulary which will help you begin developing skills for reading political and educational materials written in Swahili. The topics which are discussed are:

-- Education Before Colonialism..................(Lesson 49)

-- Colonial Education............................(Lesson 50)

-- Government Policies After Independence........(Lesson 51)

-- A National Language (Swahili).................(Lesson 52)

-- Modern Education..............................(Lesson 53)

-- Education for Self-Reliance...................(Lesson 54)

As in Unit Eight, the cultural questions in the lessons in this unit are general, designed to aid you in orienting yourself to important aspects of Tanzanian political and economic development. Again, the Trans-Cultural Study Guide* has been used as a basis for developing the cultural questions in the Unit.

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*Trans-Cultural Study Guide, edited by G. Bryan, K. Darrow, D. Morrow, B. Palmquist; Volunteers in Asia, 1975.

EDUCATION BEFORE COLONIALISM

Lesson Forty-Nine

Description

Before colonialism, Tanzanians, except for a few who were taught for a short time in camps, did not have schools. They were taught how to live and to keep house or their farms, and also they learned trades which needed to be done and to harvest (crops) and to watch over their animals. And this was education enough for a Tanzanian to live a good life with his/her family.

Cultural Questions

In order to understand how and why Tanzanians are presently engaged in programs which emphasize the importance of maintaining cultural traditions while simultaneously fostering economic development, it is important to learn about traditional forms of education, and their relation to modern education:

What traditional educational institutions existed?

- Who was taught, and by whom?
- What was taught, and why?
- How were students taught?

How was traditional education related to religious beliefs (if at all)?

How was education related to social structure in the traditional community, for example, were particular roles or trades passed on from father to son or were they acquired with special training, or both?

*ELIMU KABLA YA WAKATI WA UKOLONI**

Somo la Arobaini na Tisa

__*Habari*__

Kabla ya ukoloni, Watanzania hawakuwa na shule ila kwa wachache waliofundishwa kwa muda mfupi huko kambini. Hawa walijifunza namna ya kuishi na kutenda nyumbani au shambani kwao, pia walijifunza ufundi wa kazi zilizopaswa kufanywa na kushughulikia mavuno na kuangalia mifugo yao. Na hii ilikuwa elimu inayomfaa Mtanzania kuishi maisha mazuri na jamaa yake.

__*Maneno Mapya*__

ukoloni --	colonialism
-chache --	few
-fupi --	short, shallow
kambi --	camp(s)
shamba(ma-) --	farm, plantation, plot(s)
ufundi(fundi) --	trade, skill(s)
-shughulika --	be busy
mavuno --	harvest time
mfugo(mi-) --	domesticated animal(s)
elimu --	education

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*The information in this lesson was taken from __*Historia Fupi ya Utamaduni wa Mtanzania*__, *Wizara ya Utamaduni wa Taifa na Vijana*; Foundation Books, Ltd., 1974.

COLONIAL EDUCATION

Lesson Fifty

Description

When the colonialists arrived in Tanzania, they changed this life and built schools to teach Tanzanians to read and write, getting those (Tanzanians) who completed their studies jobs in offices and various departments. They also changed their home life, teaching them to eat at a table, to have servants for washing (clothes) and cleaning the house, and teaching them also to make gardens. Finally, many began to prefer town life and forget their original traditions and customs.

Cultural Questions

In order to understand current government attitudes regarding colonial educational policies, it is important to know about the colonial system of education itself:

What was the educational policy of the British in Tanzania?

Who received schooling?

What kind of schooling did they receive?

What happened to people who received an education in colonial schools?

What was the relationship which existed between British educational goals and traditional cultural values?

What aspects of the present educational system reflect British educational policies and which reflect Tanzanian traditions and goals?

How has the educational system changed since independence? Why?

*ELIMU YA KIKOLONI**

Somo la Hamsini

Habari

Wakoloni walipofika Tanzania, waligeuza maisha haya na kujenga mashule ili kuwafundisha Watanzania kusoma na kujua kuandika, na wanaohitimu kuwapatia kazi katika maofisi au idara mbalimbali. Pia waliyageuza maisha yao ya nyumbani, kama kula kwenye meza, kuwa na watumishi wa kufua, kusafisha nyumba na hata kutengeneza bustani na pia kupendelea maisha ya mjini hata kusahau mila na desturi za asili zao.

Maneno Mapya

mkoloni(wa-) -- colonialist(s)
-andika -- write
-hitimu -- be completed, come to end
ofisi(ma-) -- office(s)
idara -- department(s)
-safisha -- clean
-tengeneza -- make, repair
-sahau -- forget

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*The information in this lesson was taken from *Historia Fupi ya Utamaduni wa Mtanzania*, *Wizara ya Utamaduni wa Taita na Vijana;* Foundation Books, Ltd., 1974.

POLICIES FOLLOWING INDEPENDENCE

Lesson Fifty-One

Description

After independence, President Nyerere and people in the government realized that the life of Tanzanians could not be one of imitating colonialists. Because of this they began plans for a life of *jamii*. The meaning of *jamii* is a society of people who share in the work of running their lives. But the people of Tanzania cannot further all their concerns without being independent. The independence which is needed is actually one of making decisions for themselves. Because of this, Tanzania has a policy of self-reliance and rejection of colonialism.

Cultural Questions

In order to effectively cooperate in any part of the educational system, it is important to be aware of how other parts of the system complement and further Tanzania's developmental goals:

How is the curriculum in educational institutions, especially those which the people you are working with were taught, designed for political socialization? What attitudes and ideologies are emphasized? And how are they taught? (Through lectures, discussions, etc.)

To what extent is the curriculum designed to further economic development and/or modernization? Do schools teach specific skills related to a modernizing economy? What are they?

Does the curriculum in schools encourage individual accomplishment or group achievement through cooperation? How is this done?

What educational institutions are important for the community in which you are working?

*SIASA BAADA YA UHURU**

Somo la Hamsini na Moja

Habari:

Baada ya Tanzania kupata Uhuru, Rais Nyerere na watu wa serikali walitambua kuwa maisha ya Watanzania hayawezi kuwa ya kuiga maisha ya wakoloni. Kwa ajili hii, walianza taratibu za maisha ya jamii. Jamii maana yake hasa ni jumuiya ya watu wanaoshirikiana katika kazi za kuendesha maisha yao. Lakini watu wa Tanzania hawawezi kuendesha shughuli zote sawasawa bila ya kuwa huru. Uhuru unaohitajika hasa ni ule wa kujiamulia mambo wenyewe. Kwa hivyo, Tanzania sasa ina siasa ya kujitegemea na kujiepusha na mambo ya kikoloni.

Maneno Mapya

uhuru -- freedom, independence
rais -- president
serikali -- government(s)
jamii -- collection, sum of objects; here *jamii* refers to a collection of co-operating families and/or groups of people, i.e. cooperative society.
jumuiya -- community
-iga -- imitate
-anza -- begin
utaratibu(taratibu) -- arrangement, order, pattern(s)
hasa -- especially
-shirikiana -- cooperate
shughuli -- concern, activity(ies)
-huru -- independent
-hitajika -- be needed
-amua -- decide
siasa -- policy(ies), politics
-epusha -- avoid
kikoloni -- colonialistic

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* The information in this lesson was taken from _Historia Fupi ya Utamaduni wa Mtanzania_, Ibid.

A NATIONAL LANGUAGE

Lesson Fifty-Two

Description

To be self-reliant requires that there be one national language and this is a problem for a country having many different ethnic groups because each group had a different language and the people of one group don't want to abandon their origins by adopting another group's language. Therefore Tanzanians realized that Swahili was an important language for the nation because it is used by people from different ethnic groups for doing business. Also because it is an African language, it is easy for Tanzanians to learn, that is, its structures/sentences are very similar to the structures/sentences of other languages spoken in Tanzania.

Cultural Questions

One way in which you can learn about Swahili's role in national development is to find out about how it is used in education, as well as in other areas, and how its use today is different from its use before independence:

Is all education done in Swahili? If not, what other languages are used? How does this compare with the use of Swahili in education prior to independence?

Is all government business carried on in Swahili? If not, what other languages are used, and when? How does this compare with the use of Swahili in colonial government offices?

What efforts are being made to further the use of Swahili? For instance, are some people presently engaged in developing technical vocabulary? Who are they, and how is the new vocabulary taught to other Tanzanians?

What types of media use Swahili? How is the media used to further the use of Swahili in situations where it may not be used?

LUGHA YA TAIFA

Somo la Hamsini na Mbili

Habari:

Kujitegemea hasa kunahitaji kuwa na lugha moja ya taifa na hii ni shida kwa nchi yenye makabila mengi tofauti, kwa sababu kila kabila lina lugha tofauti na watu wa kabila moja hawataki kuacha asili zao kwa kujifunza lugha ya kabila nyengine. Kwa hiyo Watanzania wametambua kuwa Kiswahili ni lugha moja muhimu kwa taifa kwa sababu kinatumiwa na watu wa makabila mbalimbali kwa kufanyia biashara. Pia kwa sababu Kiswahili ni lugha ya kiafrika ni rahisi kwa Watanzania kujifunza yaani vifungu vyake vya maneno vinafanana sana na vile vya lugha nyengine zinazosemeka Tanzania.

Maneno Mapya:

biashara -- business(s), commerce
rahisi -- cheap, inexpensive, easy
kifungu(vi-) -- group(s)
-fanana -- look like
-semeka -- be spoken

MODERN EDUCATION

Lesson Fifty-Three

Description

Because the purpose of modern education is directly connected to the environment and the peoples' needs, education now has as its aim to ready the Tanzanian for living in Tanzanian surroundings, and to follow African life customs at the same time as he/she is learning how to manage his/her modern life well. The education which they get now has its roots in the policy of self-reliance which itself has roots in the policy of *ujamaa*. For this reason, modern education encourages *ujamaa* and self-reliance by cooperation. Tanzania is an underdeveloped nation but it is now at an important cultural stage.

Cultural Questions

Before determining the nature of your own personal contribution to education and development in Tanzania, you will need to know more specific information about educational facilities in your community:

Where are schools located?

Who teaches at them and is there any shortage of staff?

What facilities and equipment are available?

What techniques are used for teaching? How do these compare with techniques which you are used to?

Who goes to school and which schools do they attend?

What is taught at primary levels? Secondary levels?

What kinds of adult education programs exist?

*ELIMU YA KISASA**

Somo la Hamsini na Tatu

Habari:

Kwa sababu madhumuni ya elimu ya sasa yanaambatana na mazingira na mahitaji yao, sasa elimu ya Watanzania ina lengo la kuwatayarisha kuishi kwenye mazingira ya kitanzania na kutofuata desturi za maisha ya kikoloni wakati anapojifunza jinsi anavyoweza kuendesha vizuri maisha yake ya kisasa. Elimu wanayoipata siku hizi ina misingi katika siasa ya kujitegemea ambayo yenyewe ina misingi yake katika siasa ya ujamaa. Kwa ajili hii elimu ya kisasa inahimiza ujamaa na siasa ya kujitegemea kwa ushirikiano. Tanzania ni nchi changa sasa lakini iko kwenye sehemu muhimu sana kiutamaduni.

Maneno Mapya

madhumuni -- purpose, intention
-ambatana -- cling to
mazingira -- environment, circumstances
mahitaji -- needs, requirements
lengo(ma-) -- goal, aim(s)
-tayarisha -- made ready
msingi(mi-) -- root, foundation(s)
ujamaa -- Tanzanian socialism
-himiza -- encourage
ushirikiano -- cooperation
-changa -- young
kiutamaduni -- cultural

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*The information in this lesson was taken from *Historia Fupi ya Utamaduni wa Mtanzania*, Ibid.

EDUCATION FOR SELF-RELIANCE

Lesson Fifty-Four

Translate this text and then make up some questions which you can discuss with a Tanzanian friend concerning Nyerere's views on education for self-reliance.

*ELIMU YA KUJITEGEMEA**

Somo la Hamsini na Nne

Habari:

Elimu inayotolewa Tanzania, kwa watoto wa Tanzania, haina budi itosheleze haja za Tanzania. Haina budi ipande mawazo ya taifa la kijamaa tunalotaka kulijenga. Haina budi ikazanie kufunzwa kwa wananchi wanaojivunia uhuru na kujitegemea kwa maendeleo yao wenyewe, na ambao wanafahamu faida na shida za kushirikiana. Elimu haina budi ihakikishe kwamba wale waliosoma wanajitambua kwa kuwa wamepata nafasi zaidi, basi wajibu wao kwa taifa ni kubwa zaidi.

Maneno Mapya

mtoto(wa-) -- child(ren)
budi -- escape, alternative, way out
-tosheleza -- make sufficient, from *-tosha* (be sufficient)
-panda -- sow, plant (also: climb)
wazo(ma-) -- thought(s)
kijamaa -- (Tanzanian) socialistic, cooperative
-kazana -- put effort into, try
mwananchi(wa-) -- citizen(s)
-vuna -- harvest, reap crop/profit
-tegemea -- depend on
maendeleo -- progress, from *-endelea* (continue)
-hakikisha -- make certain, from *hakika* (certainty)
wajibu -- responsibility(ies)

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* The text in this lesson was taken directly from *Elimu ya Kujitegemea* by Mwalimu Julius Nyerere (1967, p. 28).

TANZANIA LEO - TANZANIA TODAY

Pungu la Kumi

Unit Ten

This unit of lessons consists of selected readings about Tanzania. Because Tanzania has an agrarian economy, many of the readings are about agriculture. There are no English translations provided with these readings; instead, blank pages are provided for you to translate the texts yourselves, or in case you should find it unnecessary to translate, these pages may be used for listing new vocabulary. The topics of the readings in this unit are:

--Tanzanian Socialism and Agriculture.............(Lesson 55)

--Cooperation in Work.............................(Lesson 56)

--Raising Cattle..................................(Lesson 57)

--The Meaning and Purpose of Good Cultivation.....(Lesson 58)

--Foundations of Good Cultivation.................(Lesson 59)

--Improving Health Conditions.....................(Lesson 60)

TANZANIAN SOCIALISM AND AGRICULTURE

Lesson Fifty-Five

283

*UJAMAA NA UKULIMA**

Somo la Hamsini na Tano

Habari:

Kwa sababu Watanzania wanajiepusha na mambo ya kikoloni na pia wanataka kujenga taifa la ujamaa wa kiafrika, wameshaamua kwamba wataishi pamoja na kufanya kazi pamoja. Kwa njia hii, Watanzania watapata maendeleo ya haraka na nchi itaweza kupata mahitaji yote ya lazima kwa muda mfupi zaidi, iwapo wote watafanya kazi kwa juhudi. Pia kwa sababu siasa ni ya ujamaa, ni lazima utaratibu wake wa ukulima uwe wa kijamaa. Kuendesha maisha ya ujamaa, wakulima wanaishi pamoja vijijini na kushirikiana katika kazi zote. Vijiji hivyo ndivyo vya ujamaa.

Maneno Mapya

-amua -- decide
juhudi -- effort, exertion
ukulima -- agriculture
mkulima(wa-) -- farmer(s)

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* The information in this lesson was taken from Uchumi Bora by Peter Temu (1971).

COOPERATION IN WORK

Lesson Fifty-Six

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*USHIRIKIANO WA KAZI**

Somo la Hamsini na Sita

Habari:

Kwa jumla, katika mila za kiafrika wanawake wanafanya kazi zaidi kuliko wanaume. Ilikuwa mwanamke ndiye anayelima shamba, anayebeba mizigo, anayefua nguo, anayepika chakula, anayelea watoto, na pia ndiye anayetunza raha ya mumewe.

Kwa kweli desturi hii ndiyo inayozuia maendeleo ya nchi. Kujenga nyumba imara ni budi jamaa wote washirikiane baba, mama, kaka na dada na vile vile kujenga taifa imara ni budi wananchi wote washirikiane. Kwa hiyo siasa ya kisasa Tanzania inasisitiza mambo ya kijamii hasa ushirikiano wa wanawake na wanaume katika kazi.

Maneno Mapya:

-lima -- farm, cultivate
-beba -- carry
-lea -- raise (children)
-tunza -- watch over
imara -- strong, firm
-sisitiza -- insist, emphasize
kijamii -- socialistic

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* The information in this lesson was taken from *Uchumi Bora*, by Peter Temu (1971).

RAISING CATTLE

Lesson Fifty-Seven

*UFUGAJI WA NG'OMBE**

Somo la Hamsini na Saba

Habari:

Ng'ombe, mbuzi na kondoo ni mali sawa na mavuno ya shamba au bidhaa za viwanda. Karibu jamii zote za Tanzania zina mifugo, hasa ng'ombe ndio waliokuwa wengi. Lakini kwa makabila mengine wingi wa ng'ombe ni alama ya utajiri na kwa hiyo wafugaji wengi hujali zaidi wingi wa mifugo yao kuliko ubora wake. Lakini kwa sababu maziwa ni chakula bora watu wanaoshughulika na mambo ya kuendesha ukulima, wawafundishe wananchi umuhimu wa uzuri wa mifugo ili waweze kupata mapato makubwa ya maziwa.

Maneno Mapya:

mbuzi -- goat(s)
kondoo -- sheep
mali -- wealth, property
idhaa -- merchandise
kiwanda(vi) -- factory(ies)
wingi -- abundance, greatness in number
alama -- sign, mark(s)
utajiri -- richness, wealth
mfugaji(wa-) -- person(s) who keep domesticated animals
-jali -- care
ubora -- goodness
umuhimu -- importance
uzuri -- goodness
mapato -- gains, profits

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*The information in this lesson was taken from Uchumi Bora by Peter Temu (1971).

THE MEANING AND PURPOSE OF GOOD CULTIVATION

Lesson Fifty-Eight

*MAANA NA MADHUMUNI YA KILIMO BORA**

Somo la Hamsini na Nane

Habari:

Kilimo bora maana yake ni kilimo kinachoendeshwa kwa kufuata misingi ya kilimo bora. Madhumuni ya kilimo bora ni kuwawezesha wakulima kupata mavuno mengi iwezekanavyo kwa kila hekta (au sehemu yake) iliyolimwa na hivyo:

i. *Kuwapatia wakulima pesa ambazo zitawawezesha kununua au kutimiza mahitaji yao ya lazima;*

ii. *Pia kuwapatia wafanya kazi (na hata mifugo) na watu wengine wasiolima chakula cha kutosha ili kuepukana na shida ya njaa;*

iii. *Kuliwezesha taifa kujipatia pesa za kigeni ambazo zinahitajiwa kwa kununulia vitu ambavyo taifa halizalishi;*

iv. *Kutoa mazao ya kutosheleza mahitaji ya viwanda vya humu humu nchini vinavyotumia mazao ya kilimo.*

Maneno Mapya:

kilimo -- cultivation, agriculture, from *-lima* (farm, cultivate, hoe)
bora -- good, better, best
hekta -- hector
-timiza -- meet (needs), from *-timia* (reach up to certain point)
-epuka -- avoid
-wezesha -- make possible, from *-weza* (be able)
-kigeni -- foreign
-zalisha -- make produce, from *-zaa* (give birth, produce)
zao(ma-) -- produce

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*The text in this lesson was taken directly from *Misingi ya Kilimo Bora* by P.B.M. Ngeze (1976, p. 3).

FOUNDATIONS OF GOOD CULTIVATION

Lesson Fifty-Nine

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*The text in this lesson is taken directly from *Misingi ya Kilimo Bora* by P.B.M. Ngeze, 1976, p. 3.

*MISINGI YA KILIMO BORA**

Somo la Hamsini na Tisa

Habari:

Kutokana na maana hiyo ya kilimo bora na madhumuni yake misingi ya kilimo bora ni kama ifuatavyo:

-- *Kuelewa udongo ulivyo, sababu zinazoweza kuuharibu na jinsi ya kuutunza vizuri.*

-- *Kuelewa matumizi ya maji kwa binadamu, mimea na mifugo, namna ya kuyahifadhi na kuyatumia vizuri kwa kilimo.*

-- *Kuelewa upandaji na uendeshaji bora wa shughuli mbalimbali za kilimo.*

-- *Kuelewa na kufuata kanuni za kilimo bora. Kanuni hizi ni:*

i. *Kusafisha mashamba mara baada ya mavuno;*

ii. *Chagua na kupanda mbegu bora;*

iii. *Tumia mbolea ya aina fulani, kama vile ya samadi au chumvi chumvi;*

iv. *Panda kwa kutumia kipimo kinachotakiwa kwa zao hili;*

v. *Palia shamba lako mapema na vizuri;*

vi. *Iwapo ni zao linaloshambuliwa na wadudu waharibifu au maradhi ya mimea, tumia dawa itakayowazuia.*

Maneno Mapya:

udongo -- soil, earth
-haribu -- destroy
-hifadhi -- preserve, protect
upandaji -- planting
uendeshaji -- development
kanuni -- set of rules, canons
mbegu -- seed(s)
mbolea(mi-) -- fertilizer(s)
samadi -- manure and ash mixture fertilizer
chumvi chumvi -- ammonia sulphate
-palia -- turn earth under cultivation, weed
iwapo -- if
mdudu(wa-) -- insect(s)
-haribifu -- destructive
maradhi -- disease(s)

IMPROVING HEALTH CONDITIONS

Lesson Sixty

*KUENDELEZA HALI ZA AFYA**

Somo la Sitini

Habari:

Katika nchi ambazo zinaendelea kama Tanzania ni kweli kwamba watu wanasumbuliwa sana na maradhi na pia huishi maisha mafupi zaidi kuliko watu wanaokaa katika nchi ambazo zimeendelea sana.

Tunaweza kujiuliza kwa nini? Sababu ni wazi:

Mpaka sasa elimu haijawafundisha watu wa nchi hizi jinsi ya kufanya ili waweze kuepukana na magonjwa na kuhifadhi afya zao. Sasa ni lazima watu wapate mafundisho ya afya, wajue namna ya kuvuta hewa safi, kuchemsha maji ya kunywa, kuchagua chakula bora na kutupa takataka katika shimo lake. Lakini si rahisi kuzoea kushughulika na mambo haya. Kwa hiyo inatubidi sisi tunaotoka nchi zilizoendelea sana tujaribu kushirikiana na watu wa nchi hizi ili tupate kujua jinsi nzuri kuwafundisha wenyeji habari za afya zitakazofaa mahitaji yao.

Maneno Mapya

mafundisho -- instruction
hewa -- air
-tupa -- throw away
takataka -- garbage
shimo(ma-) -- hole(s)
-bidi -- be necessary (for)

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* Information in this lesson was taken from *Uchumi Bora* by Peter Temu (1971).

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ENGLISH-SWAHILI
GLOSSARY

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The English-Swahili glossary is based on an English high-frequency word list developed by Arthur A. Burrows expressly for the Peace Corps Language Handbook Series.

ENGLISH-SWAHILI
GLOSSARY

(BE) ABLE, -weza

ABOUT, juu (ya)

ABOVE, juu (ya)

(TO) ACCEPT(RECEIVE), -pokea

ACTION(S), kitendo (vi-)

(TO) ADD (COUNT), -hesabu

(INCREASE), -ongeza

AFTER, baada (ya)

AFTERNOON (3-5 p.m.), alasiri

(12-3 p.m.), mchana

(5-6 p.m.), jioni

(BE) AFRAID, -ogopa

AGAIN, tena

AGE(S), umri

AGO (LONG AGO), zamani

(A WHILE AGO), kitambo

(TO) AGREE, -kubali

(WITH SOMEONE), -kupatana

AIR, hewa

AIRPLANE(S), ndege

ALL, -ote

(TO) ALLOW, -ruhusu

ALL RIGHT, sawa

ALMOST (NEAR TO), karibu na

ALONE, pekee

ALONG, katika

-ni

kwenye

ALSO, pia

ALTHOUGH, ingawa

ijapokuwa

ALWAYS, siku zote

kila siku

AMONG, kati ya

AND, na

ANIMAL(S), mnyama(wa-)

ANOTHER, -engine

ANSWER(S), jibu(ma-)

ANY, -o-ote

ANYTHING, (kitu) cho chote

(TO) APPEAR, -tokea

ARM(S), mkono(mi-)

ARMY(S), jeshi(ma-) la askari
(TO) ARRIVE, -wasili
-fika
ART(S), sanaa
AS, kama
ASPIRIN(S), dawa
AT, -ni
katika
kwenye
BABY(S), mtoto mchanga(wa-)
BACK (BEHIND), nyuma
(OF BODY), mgongo
BAD, -baya
BAG(S) (PAPER BAG), mfuko(mi-)
(CLOTH BAG), mkoba(mi-)
BAGGAGE, mzigo(mi-)
BALL(S), mpira(mi-)
BANDAGE(S), kitambaa(vi-)
BANK(S), benki
BARBER(S), kinyozi(vi-)
BASKET(S), kikapu(vi-)
kitunga(vi-)
BATHING SUIT(S), nguo ya kuogelea
BATHROOM(S), choo(vy-) cha kuogea
BATHUB(S), birika(ma-) la kuogea
BATTERY(S), jiwe(ma-) la umeme
BE, ni
(TO) BE, kuwa
BEACH(ES), ufuo (fuo)
(TO) BEAT (STRIKE, HIT), -piga
(STRIKE, HIT), -chapa
(BUMP), -gonga
BEAUTIFUL, -zuri
(TO) BECOME, (ku)-wa
BECAUSE, kwa sababu(ya)
kwa ajili(ya)
BED(S), kitanda(vi-)
BEDROOM(S), chumba(vi-) cha kulala
BEER, tembo
BEFORE, kabla(ya)
(TO) BEGIN, -anza
BEHIND, nyuma(ya)
(TO) BELIEVE, -amini
-sadiki
(TO) BELONG, (ku)-wa na
BELOW, chini(ya)
BELT(S), ukanda(kanda)
BESIDE (SIDE OF), kando(ya)

BEST, bora
-zuri kabisa

BETTER, bora
-zuri sana

BETWEEN, baina ya

BIG, -kubwa

BIRD(S), ndege

BIRTHDAY, siku ya kuzaliwa

BLACK, -eusi

BLACKBOARD(S), ubao(mbao) wa kuandika

BLADE(S) (RAZOR), wembe(ny-)

BLANKET(S), blanketi(ma-)

BLOOD, damu

BLUE, (rangi ya) samawati

BOAT(S), mashua

BODY(S), mwili(mi-)

BOOK(S), kitabu(vi-)

BONE(S), mfupa(mi-)

(BE) BORN, -zaliwa

(TO) BORROW (OR LEND), -azima
-kopa

BOTH (ALL), -ote
(TWO), -wili

BOX(ES), sanduku(ma-)
(CHEST), kasha(ma-)

BOY(S), mvulana(wa-)

BRASSIERE(S), sidiria

BREAD(S), mkate(mi-)

(TO) BREAK, -vunja

BREAKFAST, chakula(vy-) cha asubuhi

BRIDGE(S), daraja(ma-)

(TO) BRING, -leta

(BE) BRIGHT, - ng'ara

BROTHER, kaka

BROWN (LIGHT), rangi ya hudhurungi
(DARK), rangi ya kahawia

(TO) BUILD, -jenga

BUILDING, jengo (ma-)
(LARGE), jumba(ma-)

(TO) BURN, -teketeza
-choma
-unguza

BUS(ES), basi

BUSINESS(ES), biashara

(BE) BUSY (WITH), -shughulika(na)

BUT, lakini
BUTTON(S), kifungo(vi-)
(TO) BUY, -nunua
BY, kati(kati) ya
-ni, katika
kando ya
karibu na
CAB(S), taksi
CABLE(S), simu
(TO) CALL, -ita
CAMERA, chombo(vy-) cha kupigia picha
CAN (BE ABLE), -weza
CAN(S), mkebe(mi-)
kopo(ma-)
debe(ma-)
CANDY, peremende
CAR(S), gari(ma-)
motokaa
CAREFUL, -angalifu
CARPET(S), zulia(ma-)
(TO) CARRY, -chukua
CASH, fedha
senti
TO CASH (CASH MONEY), -vunja pesa
TO CATCH, -shika
-kamata
TO CATCH (A COLD), -shikwa na mafua
CAUSE(S) (REASON), sababu
(SOURCE), asili
CENTER, katikati(ya)
CERTAIN, (kuwa na) hakika
CHAIN(S), mkufu(mi-)
mnyororo(mi-)
CHAIR(S), kiti(vi-)
CHALK(S), chaki
CHANCE(S), fursa
(LUCK), bahati
(TO) CHANGE, -badili
-badilika
CHEESE(S), jibini
CHIEF, jumbe
CHILD(REN), mtoto(wa-)
mwana(w-)
(TO) CHOOSE, -chagua
-amua
CHURCH(ES), kanisa(ma-)

CIGARETTE(S), sigara

CIRCLE(S), duara(ma-)

mviringo(mi-)

CITY(S), mji mkubwa(mi-)

CLASS(ES), darasa(ma-)

CLASSROOM(S), darasani

CLEAN, safi

(TO) CLEAN, -safisha

CLEAR, dhahiri

wazi

(TO) CLIMB, -panda

-kwea

CLOCK(S), saa

CLOSE (SHUT), funga

CLOSE (NEAR), karibu(na)

CLOTHES, nguo

vazi(ma-)

CLOUD(S), wingu(ma-)

COAT(S), koti(ma-)

COFFEE, kahawa

COIN(S), sarafu

shilingi

COLD, baridi

(BE) COLD, kuwa na baridi

COLLEGE(S), chuo(vy-)

COLOR(S), rangi

(TO) COMB, -chana

COMB(S), kichana(vi-)

(TO) COME, (ku)-ja

-fika

COMFORTABLE, kuwa na raha

COMPANY(S), shirika(ma-)

kampuni(ma-)

(TO) COMPLETE, -maliza

-timiza

-kamilisha

CONDITION, hali

(TO) CONTINUE, -endelea

(TO) COOK, -pika

COOK(S), mpishi(wa-)

COOL, baridi kidogo

(TO) COPY, -iga

COPY(IES), muigo(mi-)

CORNER(S), pembe

ncha

COST(S), bei

thamani

(TO) COUNT, -hesabu

COUNTRY(IES), nchi
COUSIN(S) (ON FATHER'S SIDE), binamu
(TO) COVER, -funika
-tandika
-tosha
-enea
-linda
-ficha
COVER(S), kifuniko(vi-)
(BOOK), jalada
(TO) CROSS (OVER BRIDGE OR RIVER), -vuka
-pita
CROWD(S), kundi(ma)
(TO) CRY, -lia
CUP(S), kikombe(vi-)
(TO) CUT, -kata
(TO) DANCE, -cheza
-cheza ngoma
DANCE(S), ngoma
mchezo(mi-)
DARK, giza
weusi

DATE(S), tarehe
DAUGHTER, binti
mtoto wa kike
DAWN, alfajiri
DAY, siku
(BE) DEAD, -fariki
DENTIST, daktari wa meno
(TO) DESIRE, -taka
-tamani
DESIRE(S), -matakwa
-tamaa
DESK(S), deski(ma-)
dawati(ma-)
DIARRHEA (TO HAVE), -hara
DIFFERENT, tofauti
mbalimbali
DIFFICULT (HARD), -gumu
DIFFICULTY(IES), taabu
DINING ROOM, chumba(vy-) cha kulia
(ROOM TO EAT FOOD), chakula
DINNER (MAIN MEAL OF THE DAY), chakula kikubwa cha kutwa

DIRTY, -chafu
(BE) DIRTY, kuwa na uchafu
(MAKE) DIRTY, -chafua
(TO) DISCOVER, -vumbua
-tambua
DISH(ES), sahani
DISTANCE, urefu
mbali
(TO) DO, -fanya
DOCTOR(S), daktari
tabibu(ma-)
DOG(S), mbwa
jibwa(ma-)
DOLLAR(S), pesa
DOOR(S), mlango(mi-)
DOUBT(S), shaka
BE DOUBTFUL, kuwa na shaka
DOWN, chini
(TO) DRAW, -chora
(TO) DRY, -kavu
(TO) DRY SOMETHING, -kausha
(TO) DREAM, -ota
DREAM(S), ndoto
(TO) DRESS, -vaa (nguo)

(TO) DRESS UP, -valia
DRESS(ES) (CLOTHES, CLOTH), nguo
DRINK, (ku)-nywa
DRINK(S) (SOMETHING TO DRINK), kinywaji
(TO) DRIVE (MAKE GO), -endesha
(TO) DROP (FALL), -anguka
(MAKE FALL), -angusha
DURING, wakati wa
DUST, vumbi
DUTY(IES), mujibu
kazi
EACH, kila(mmoja)
EAR(S), sikio(ma-)
EARLY, mapema
EAST, mashariki
EASY, rahisi
(TO) EAT, (ku)-la
EFFORT(S), bidii
EGG(S), yai(ma-)
EITHER, au
ama
ELECTRICITY, umeme

(TO) END
(OVER, COMPLETE), -isha
(FINISH SOMETHING), -maliza
END(ING), muisho
ENEMY(IES), adui(ma-)
mtambo(mi-)
ENGINE(S), mashine
(TO) ENJOY, -penda
-pendezwa na
-furahishwa na
(BE) ENOUGH, -tosha
-faa
(TO) ENTER, -ingia
EVEN (IF, ALTHOUGH), ijapokuwa
EVENING, jioni
magharibi
usiku
EVERY, kila
EVERYTHING, kila kitu
EXCEPT, ila
isipokuwa
(TO) EXCITE) (STIR UP
EMOTIONS) -sisimua
EXCITEMENT (EAGERNESS), shauku
EXCITING, -a kustajabisha
(TO) EXPECT, -taraji
(TO) EXPLAIN, -eleza
-fahamisha
EXTRA, -a zaidi
EYE(S), jicho(ma-)
FACE(S), uso(nyuso)
FACTORY(IES), kiwanda(vi-)
(TO) FALL, -anguka
FAMILY, jamaa
FAMOUS, maarufu
(BE) FAMOUS, -julikana
FAR, mbali
FARM, shamba(ma-)
FARMER, Mkulima(wa-)
FAST, upesi
mbio
(TO) FAST, -funga
(BE) FAT (ANIMAL), -nono
(PERSON), -nene
FATHER(S), baba(ma-)
FAVOR, upendeleo
wema
FAVORITE, kipenzi(vi)
FEAR, hofu
FOREIGN, -geni

FINALLY, mwishowe

(TO) FIND, -kuta

FINE, nzuri

njema

FINGER(S), kidole(vi)

(TO) FINISH, -maliza

(BE) FINISHED, -malizika

FISH(ES), samaki

FLAVOR, ladha

utamu

FLOOR(S), sakafu

chini

FLOWER(S), ua(ma-)

FLY, -ruka

FLY(S), inzi

(TO) FOLLOW, -fuata

FOOD(S), chakula(vy-)

FOOT(FEET), mguu(mi-)

FOR, kwa

FOREST(S), msitu(mi-)

mwitu

(TO) FORGET, -sahau

FORK(S), uma(ny-)

FREE (INDEPENDENT), huru

FREEDOM (INDEPENDENCE), uhuru

FRESH (SWEET), -tamu

(NEW), -pya

FRIEND(S), rafiki(ma-)

(IN) FRONT (OF), mbele(ya)

FRUIT(S), tunda(ma-)

(BE) FULL, -jaa

FUN (HAPPINESS), furaha

FUNNY, -a kuchekesha

FUTURE, wakati ujao

baadaye

mbeleni

GAME(S), mchezo(mi-)

GASOLINE, petroli

(TO) GATHER, -kusanya

GENERALLY, (kwa) kawaida

GHOST(S), mwanga(wanga)

pepo

roho

GIFT(S), zawadi

GIRL(S), msichana(wa-)

(TO) GIVE, -pa

-toa

GLASS, kioo(vi-)
GLASS(ES)(DRINKING), bilauri
(EYE), miwani
(TO) GO, -enda
GOD, mungu
GOLD, dhahabu
GOOD, -zuri
uzuri
wema
GOVERNMENT(S), serikali
GRAND-DAUGHTER(S), mjukuu(wa-) mwanamke
GRANDFATHER(S) babu(ma-)
GRANDMOTHER(S), bibi(ma-)
GRANDSON(S), mjukuu(wa-) mwanamume
GRASS(ES), majani
nyasi
GREAT, -kuu
(BIG), -kubwa
GREEN, kijani
rangi ya majani
GREY, rangi ya majivu
GROCERY(IES) (FOOD SHOP), duka(ma-) la chakula

GROUND, ardhi
GROUP(S), kundi(ma-)
(TO) GROW
(PEOPLE, PLANTS), -kua
(INCREASE), -zidi
(TO) GUARD, -tunza
(TO) GUESS, -bahatisha
GUN(S), bunduki
HAIR, nywele
HALF, nusu
HAND(S), mkono(mi-)
(TO) HANG (ON WALL), -angika
(SUSPEND), -tundika
(TO) HAPPEN, -tokea
(BE) HAPPY, -furahi
-furahika
(HAVE) HAPPINESS, (kuwa)na furaha
HARD, -gumu
HAT(S), kofia
HAVE, (kuwa) na
HEAD(S), kichwa(vi-)
mkuu(wa-)
HEADACHE, -umwa na kichwa
HEALTH, afya

(TO) HEAR, -sikia
HEART, moyo(mi-)
HEAVY, -zito
HEIGHT, urefu
(TO) HELP, -saidia
HELP, msaada(mi-)
HERE, hapa
huku
humu
(TO) HIDE, -ficha
HIGH, juu
-refu
HILL(S), kilima(vi-)
(TO) HIRE, -kodisha
-pangisha
(TO HOLD), -kamata
-shika
(AT) HOME, nyumbani
(TO) HOPE, -tumaii
-tumaini
-taraji
HORSE(S), farasi
HOT (THINGS), moto
(WEATHER), joto
HOUR(S), saa
HOUSE(S), nyumba
HOW?, -je?
vipi?
HOW (MANNER), jinsi (-vyo-)
vile (-vyo-)
HUMAN(S), mwanaadamu(wa-)
binadamu
HUMID, kuwa na majimaji
-nyevu
HUMIDITY, unyevu
HUNGRY (HAVE HUNGER),
(kuwa) na njaa
HUNT, -winda
-tafuta
HUNTER(S), mwindaji(wa-)
(TO) HURRY, (kuwa) na
haraka
-harakisha
(BE) HURT, -umwa
(TO) HURT, -umiza
HUSBAND, mume(waume)
ICE, barafu

IDEA(S), shauri
wazo(ma-)
fikira
ILL, -gonjwa
ILLNESS(ES), ugonjwa(ma-)
maradhi
IMPORTANT, muhimu
IN, ndani
-ni, katika
INSECT(S), mdudu(wa-)
INSTEAD (OF), badala(ya)
(BE) INTERESTED, -penda
-pendea
INTO, ndani(ya)
-ni, katika
IRON(S)(FOR CLOTHES), chuma(vy-)
pasi
ISLAND(S), kisiwa(vi-)
JOB(S), kazi
(TO) JOIN, -unga
(TO) JOIN WITH, -ungana na
(TO) JOKE(DO, MAKE JOKE),
-fanya mzaha(mi-)
JOKE(S), mzaha(mi-)
JOY, furaha
JUICE (FRUIT), maji ya matunda
(TO) KEEP, -weka
KEY(S), ufunguo (funguo)
(TO) KILL, -ua
KIND(S) (OF), namna(ya)
KING(S), mfalme(wa-)
(TO) KISS, -busu
-piga busu
KISS(ES), busu
KITCHEN(S), jiko(ma-)
KNEE(S), goti(ma-)
KNIFE(S), kisu(vi-)
(TO) KNOW, -jua
-fahamu
LAKE(S), ziwa(ma-)
LAND(S) (COUNTRY), nchi
(EARTH), ardhi
(FARM), shamba(ma-)
LANGUAGE(S), lugha
(DIALECT), lafthi
LARGE, -kubwa
-ingi
LAST, -a mwisho

(BE) LATE, -chelewa
-kawia
(TO) LAUGH, -cheka
LAUGHTER, kicheko
LAUNDRY (PLACE), pahali pa kufulia nguo
LAW(S), sheria
amri
(TO) LEAD, -ongoza
LEADER(S), mwongozi(wa-)
mkurugenzi(wa-)
(TO) LEARN, -jifunza
LEAST (LITTLEST OF ALL), -dogo kuliko -ote
(TO) LEAVE
(DEPART), -toka
(SOMETHING), -acha
-saza
-bakisha
-weka
LEFT, kushoto
LEG(S), mguu(mi-)
LESS, -dogo zaidi
LESSON(S), somo(ma-)
fundisho(ma-)

LET (ALLOW), -acha
-toa ruhusa
LETTER(S), barua
(TO) LIE
(DOWN TO SLEEP), -lala
(DOWN TO REST), -jinyosha
LIFE, maisha
(TO) LIFT, -pandisha
-inua
(TO) LIGHT, -washa
LIGHT(S), mwanga
nuru
taa
LIGHT (IN WEIGHT), -epesi
(TO) LIKE (LOVE), -penda
LINE(S), mstari(mi-)
LIP(S), mdomo(mi-)
(TO) LISTEN, -sikiliza
(A) LITTLE, kidogo
-chache
LITTLE (SMALL), -dogo
(TO) LIVE,
(LAST, ENDURE, LIVE), -ishi
(HAVE, LIFE, BE ALIVE), kuwa nauhai

LONG (DEEP, TALL, HIGH), -refu
(TO) LOOK, -tazama
-angalia
-chungulia
(TO) LOSE (SOMETHING), -poteza
(A GAME), -shindwa
(BE) LOST, -potea
LOVE, -penda
-tamani
LOW, -a chini
LUNCH, chakula cha mchana
MACHINE(S), mashine
MAGAZINE(S), gazeti(ma-)
MAKE (DO), -fanya
(CREATE), -umba
(COMPEL), -lazimisha
MAN (MALE), mwanamume(wa-)
(HUMAN BEING), mwanadamu(wa-)
MANY, tele
-ingi
MAP(S), ramani
MARKET(S), soko(ma-)
MARRY (A MALE), -oa
(A FEMALE), -olewa

(TO) MATCH (EQUAL), kuwa sawa na
(ALIGN), -lingana(na)
MATCHES (LIGHTS), kiberiti(vy-)
MATERIAL(S) (CLOTH), kitambaa(vi-)
MAY (BE ABLE), -weza
(HAVE PERMISSION), kuwa, na ruhusa
MAYBE, labda
(TO) MEAN, kuwa na maana(ya)
(TO) MEASURE, -pima
MEAT, nyama
mnofu(mi-)
MEDICINE(S), dawa(ma-)
MEET (SOMETHING), -kuta
(SOMEONE), -kutana na
MEETING, mkutano(mi-)
METHOD(S),
(SYSTEM), utaratibu(taratibu)
(MANNER), jinsi(ya)
MIDDLE, kati(ya)

MILK, maziwa
MIND(S) (INTELLECT), akili
(BRAIN), ubongo

MINE, -angu

MINUTE(S), dakika

(TO) MISS (FAIL), -kosa

(SOMEONE), -tia majonzi

MODERN, -a kisasa

(NEW), -pya

MONEY, fedha

pesa

MONTH(S), mwezi(mi-)

MOON(S), mwezi(mi-)

MORE, zaidi

MORNING(S), asubuhi

MOSQUITO(S), mbu

MOST, sana

-ingi sana

MOTHER(S), mama(ma-)

MOUNTAIN(S), mlima(mi-)

MOUTH(S), kinywa(vi-)

(TO) MOVE (G), -enda

(MAKE GO), -endesha

(CHANGE RESIDENCE), -hama

MUCH, -ingi

tele

MUSIC, Muziki

MUST, lazima

sharti

NAIL(S), msumari(mi-)

NAME(S), jina(ma-)

NATION(S), taifa(ma-)

NATIONAL, -a taifa

NATURAL, -a asili

NATURE, asili

maumbili

NEAR, karibu(na)

NEARLY, karibu

NECESSARY, -a lazima

-a sharti

NECK(S), shingo

(TO) NEED, -hitaji

NEED(S), hitaji(ma-)

haja

NEIGHBOR(S), jirani(ma-)

NEITHER, wala ... wala

NEPHEW(S)/NIECES, mpwa

NEVER, Kamwe

NEW, -pya

NEIGHBOR(S), jirani(ma-)
NEITHER, wala ... wala
NEPHEW(S)/NIECES, mpwa
NEVER, kamwe
NEW, -pya
NEWS, habari
NEWSPAPER(S), gazeti(ma-)
NEXT (LATER), baadaye
(THEN), halafu
(SECOND), -a pili
(FOLLOWING), -a kufuata
NICE, -ema
-zuri
NIECE(S)/NEPHEWS, mpwa
NIGHT(S), usiku
NO, la
hapana
NONE, si hata moja
hapana mtu/kitu
hakuna mtu/kitu
NORTH, kaskazi
NOSE(S), pua
(BE) NOT, si
(TO) NOTE (OBSERVE), -angalia
(REMEMBER), -kumbuka.
NOTE(S) (LETTER), barua
(MARK), alama
(MEMORANDUM), ukumbusho
(TO) NOTICE
(LOOK AT, OBSERVE), -angalia
(SEE), -ona
NOTICE(S), ilani
onyo(ma-)
NOW, sasa
NUMBER, namba
hesabu
OCEAN(S), bahari kuu
OF, -a
OFF, -ni, katika
(TO) OFFER, -toa
-toa maneno
OFFICE(S), kazi
afisi
OFFICER(S), mkuu(wa-)
OFTEN, kwa kawaida
mara nyingi

OIL, mafuta
OLD (PEOPLE), -zee
    (THINGS), -a zamani
ON, -ni, katika
ONCE, mara moja tu
ONE, -moja
ONLY, tu
(TO) OPEN (BEGIN), -anza
    (SOMETHING), -fungua
    (INAUGURATE), -zindua
OR (NOR), au
    ama
(TO) ORDER, -amuru
    -agiza
ORDER(S), amri
    agizo(ma-)
OTHER, -ingine
    -apili
OUGHT
    (BE NECESSARY), -lazimu
    (BE OBLIGATED), -paswa
    (BE OBLIGATED,
        COMPELLED), -bidi
OUR, -etu
OUT, -ni, katika
    (OUTSIDE), nje
OVER, -ni katika
    (ABOVE), juu
    (MORE THAN), zaidi
(TO) OWN, -miliki
    kuwa na
(TO) PACK
    (BAGGAGE), -funga
    mzigo(mi-)
PAGE(S), ukurasa(kurasa)
(TO) PAIN (HURT), -uma
PAIN(S), maumivu
    huzuni
(TO) PAINT, -tia rangi
    -paka rangi
PAIR(S), jozi
    mume na mke
PANTIES, suruali ya ndani
PANTS, suruali
PAPER(S), karatasi
    (NEWS), gazeti(ma-)
PARENT(S), mzazi(wa-)

PART(S), sehemu

kipande(vi-)

PARTY(IES) (SOCIAL), karamu

(POLITICAL, ETC), chama(vy-)

(TO) PASS (PASS BY, EXCEED), -pita

PAST, zamani

(TO) PAY, -lipa

-toa pesa

PEACE, amani

raha

salama

PEN/PENCIL(S), kalamu

PEN (ENCLOSURE), ua(ny-)

kirimba(vi-)

zizi

PERIOD (MENSTRUAL), damu ya mwezi

PERIOD (OF TIME), wakati

muda

PERHAPS, labda

PERSON(S), mtu(wa-)

PICK (UP), -okota

(FRUIT), -chuma (matunda)

(CHOOSE), -chagua

PICTURE(S), picha

PIECE(S), kipande(vi-)

PILLOW(S), mto(mi-)

PILLOW-CASE(S), foronya

PLACE(S), mahali

(OPEN AREA), uwanja(wanja)

(FIELD), kiwanja(vi-)

(TOWN), mji(mi-)

(COUNTRY), nchi

(POSITION), cheo(vy-)

(SPACE, OPENING), nafasi

(TO) PLAN,

(MAKE DECISION), -fanya shauri

(INTEND), -azimu

(ARRANGE), -panga

(DESIGN), -rekebisha

PLAN(S)

(PURPOSE PLANS), azimio(ma-)

(METHOD, WAY), njia

(ACT OF ARRANGING, PLANNING), mpango(mi-)

(TO) PLANT, -panda

(FARM, HOE), -lima

(FIX, FASTEN), -kaza

PLANT(S) (CROP), mmea(mi-),

PLATE(S) (FOOD), shahani

(TO) PLAY, -cheza

(MUSIC), -piga

PLAY(S), mchezo(mi-)

PLEASANT, -a kupendeza

-zuri

(TO) PLEASE, -pendeza

-furahisha

(BE) PLEASED, -pendezwa

PLEASURE (HAPPINESS), furaha

(ENJOYMENT, LUXURY), anasa

(TO) POINT, -onyesha kwa kidole

POINT(S) (TIP), ncha

(DOT), nukta

(EXACT PLACE), mahali hasa

(MATTER), jambo (mambo)

POOR, maskini

(BAD), -baya

POSITION (PLACE), mahali

(CONDITION), hali

(BE) POSSIBLE, -wezekana

(TO) POSSESS, kuwa na

-miliki

POSTAGE, ada ya posta

POST OFFICE(S), posta

POWER

(ABILITY), uwezo

(STRENGTH), nguvu

(TO) PRACTICE, -tenda

-fanya

(TO) PREPARE, -tayarisha

(COOK), -pika

(TO) PRESENT, -onyesha

PRESENT(S), zawadi

PRESIDENT(S), rais

PRETTY, -zuri

PRICE(S), bei

PRIEST(S), kasisi

PROBABLY, huenda

labda

PROBLEM(S), jambo(ma-)

mashaka

(RIDDLE), kitendawili(vi-)

PRONOUNCE, -taamka

PRONUNCIATION, mataamshi

(TO) PROMISE (ENGAGED),

-ahidi

PROMISES(S),
(CONTRACT, PACT),agano(ma-)
(AGREEMENT), ahidi
(TO) PROVE, -hakikisha
PUBLIC
(OF EVERYONE), -a watu wote
(TO) PULL
(PULL, HAUL ALONG), -burura
PURPOSE, madhumuni
(TO) PUT, -tia
-weka
(TO) PUT (DOWN), -weka chini
QUARTER, robo
QUEEN(S), malkia
(TO) QUESTION, -uliza(swali)
QUESTION(S), swali(ma-)
QUICKLY, haraka
kwa upesi
(BE) QUIET, -nyamaa
-tulia
QUIETNESS, utulivu
kimya
makini
amani

(TO) RAIN, -nya mvua
-nyesha mvua
RAIN(S), mvua
(TO) RAISE, (RAISE, HOIST,
INCREASE),-pandisha
RAZOR(S), wembe(ny-)
(TO) READ, -soma
READY, tayari
REAL, -a kweli
-a hakika
(TO)REALIZE, -zingatia
(RECOGNIZE), -tambua
(UNDERSTAND), -fahamu
(BELIEVE), -amini
REALLY (TRUTH), kweli
(CERTAINLY), hakika
REASON(S), sababu
ajili
maana
kweli
(TO) RECEIVE (ACCEPT), -pokea
(GET), -pata
RED, -ekundu
REFUSE (DENY), -kataa

RELIGION(S), dini
(TO) REMAIN, -baki
(TO) REMEMBER, -kumbuka
(TO) RENT, -kodisha nyumba
-pangisha nyumba
RENT(S), kodi
(TO) REPLY, -jibu
REPLY(S), jibu(ma-)
jawabu(ma-)
REPORT(S), ripoti
habari
(TO) REQUIRE (NEED), -hitaji
(TO) REST, -pumzika
-starehe
-jinyosha
RESULT(S) (OUTCOME, CONSEQUENCE), tokeo(ma)
(TO) RETURN, -rudi
RICH, tajiri
(HAVE WEALTH), kuwa na mali
(ABUNDANT), -ingi
(SOIL), kuwa na rotuba
(TO) RIDE, -panda
RIGHT (CORRECT), sawa
RIGHT (NOT LEFT), kulia
(TO) RISE (SUN, MOON), -chomoza
RIVER(S), mto(mi-)
ROAD(S), njia
barabara
ROCK(S), jiwe(ma-)
ROOM(S), chumba(vy-)
ROPE(S), kamba
ukambaa(kambaa
(BE) ROUND, kuwa na mviringo
ROUND, mviringo(mi-)
RUG(S), zulia(ma-)
RULE(S), amri
kanuni
(TO) RUN, -kimbilia
(TO) RUN AWAY, -kimbia
(TO) RUSH, (kw)-enda mbio
kuwa na haraka
-himiza
-shambulia
(BE) SAFE, -aminifu
(TO) SAIL, -tweka
SAIL(S), tanga
SALT, chumvi

- SAME, sawa sawa
- SAND, mchanga
- (TO) SAVE
    - (RESCUE), -okoa
    - (CURE), -ponya
    - (SET ASIDE), -weka akiba
- SAUCER(S), kisahani(vi-)
- SAW(S), msumeno(mi-)
- SAY, -sema
    - -ambia
    - -nena
- SCHEDULE(S), -orodha
- SCHOOL(S), shule
- SEA(S), bahari
- SEASON(S), msimu(mi-)
- SEAT(S), kiti(vi-)
- SECOND (2nd), -a pili
- SECOND(S) (TIME), nukta
- (TO) SEE, -ona
    - -tazama
- (TO) SEEM (APPEAR), -onekana
- (TO) SELL, -uza
- (TO) SEND, -peleka
    - -hudumu
- (TO) SET (PUT), -weka
- SEVERAL, kadha wa kadha
    - -chache
- (TO) SHARE
    - (DIVIDE), -gawanya
    - (HAVE SHARE IN), -shiriki
    - (HAVE SHARE IN TOGETHER, COOPERATE), -shirikiana
- SHARE(S)
    - (PORTION, LOT), fungu
    - (PIECE), sehemu
- SHARP (POINT), kuwa na ncha
    - (CLEVER), hodari
    - (QUICK), -epesi kuona
- (TO) SHAVE, -nyoa
- SHEET(S)
    - (BED), shuka la kitanda
    - (PAPER), ukurasa(kurasa)
- SHIP(S), meli
- SHIRT(S), shati(ma-)
- SHOE(S), kiatu(vi-)
- SHOP(S), duka(ma-)
- SHORE(S), ufuo (fuo)
- SHORT, -fupi
    - (SMALL), -dogo

SHOULD (BE OBLIGATED), -paswa
SHOULDER(S), bega(ma-)
(TO) SHOW, -onyesha
-eleza
-dhihirisha
SICK, -gonjwa
SICKNESS, ugonjwa(ma-)
maradhi
SIDE(S), upande (pande)
(TO) SIGN (SIGNATURE), -tia sahihi
-weka sahihi
SIGN(S), alama
dalili
tangazo(ma-)
SILVER, fedha
SIMPLE, rahisi
SINCE, tokea
tangu
(TO) SING, -imba
SISTER(S), dada
SIZE(S) (MEASUREMENT), kipimo(vi-)
(AMOUNT), kiasi
SKIN, ngozi
SKIRT(S), rinda

SKY, mbingu
(TO) SLEEP, -lala
SLOW (NOT FAST), si epesi
SLOWLY, taratibu
SMALL, -dogo
(TO) SMELL
(A SMELL), -sikia harafu
(BAD), -nuka
(GOOD), -nukia
SMELL(S), harafu
SMILE, -tabasamu
(TO) SMOKE
(CIGARETTES), -vuta sigara
SMOKE, moshi
SMOOTH, -ororo
(SOFT), laini
SO (THUS), hivi
(THEREFORE), kwa hiyo
(THAT), basi
SOAP(S), sabuni
SOFT, laini
SOIL(S), udongo
ardhi
SOLDIER(S), askari

SOME, baadhi (ya)
kidogo
kama
kadiri(ya)
SOMETHING, kitu(vi-)
SOMETIMES, mara nyengine
SON(S), mtoto(wa-) wa kiume
SONG(S), wimbo(ny-)
SOON (NEAR), karibu
(TIME), mara
(QUICKLY), upesi
SORT(S) (TYPE), aina
(KIND), namna
SOUL(S), roho
SOUND(S) (VOICE), sauti
(NOISE), kelele(ma-)
SOUTH, kusini
SPACE(S), nafasi
(TO) SPEAK, -nena
-sema
SPECIAL, maalum
(TO) SPEND
(MONEY), -tumia (pesa)
-toa (pesa)
SPOON(S), kijiko(vi-)
SPOT(S) (MARK), alama
(DOT), nukta
(STAIN), waa(ma-)
SQUARE(S), mraba(mi-)
STAMP(S) (MARK), alama
chapa
(POSTAGE), stampu
(TO) STAND, -inuka
-simama
STAR(S), nyota
(TO) START (BEGIN), anza
(START SOMETHING), anzisha
STATE(S)
(CONDITION), hali
(GOVERNMENT), serikali
(U.S.), jimbo(ma-)
(TO) STAY, -kaa
STEP(S) (FOOT), hatua
(STAIR), daraja
STICK(S) (THIN STICK), fimbo
(LONG STICK), gongo
(WALKING STICK), bakora
(KNOBBED STICK), rungu

(BE) STICKY, -nyata
-ganda
STILL (CONTINUING), bado
hata sasa
(BE) STILL, -tulia
-nyamaa
STOMACH-ACHE, -umwa na tumbo
STONE(S), jiwe(ma-)
(TO) STOP
(MAKE STOP), -simamisha
(WAIT), -ngoja
(TO) STORE, -weka
-kusanya
STORM(S) (WIND), tufani
(WIND AND RAIN), dhoruba
STORY(IES), hadithi
kisa
habari
STRAIGHT, -a kunyoka
(STANDING), -a kusimama
(AHEAD), moja kwa moja
STRANGE (FOREIGN), -geni
(WONDER), ajabu
(NEW), -pya
STREAM(S), kijito(vi-)
STREET(S), barabara
njia
STRENGTH, nguvu
uwezo
STRONG, -a nguvu
(TO) STUDY, -jifunza
-soma
SUBJECT(S) (MATTER), jambo(ma-)
(CONCERN, INTEREST), shughuli
(THING), kitu(vi-)
(TO) SUCCEED, -faulu
SUDDEN, -a ghafula
SUGAR, sukari
SUIT(S) (CLOTHES), kisua(vi-)
SUMMER, kaskazi
(TIME OF HOT SUN), wakati wa jua kali
SUN, jua
(TO) SUPPLY (PUT OUT), -toa
(SUPPLY WITH NECESSITIES OF LIFE, MAINTAIN), -ruzuku
SUPPLY(IES), akiba
SUPPER (EVENING MEAL), chakula cha usiku

(TO) SUPPOSE, -dhani
-waza
-bahatisha
(BE) SURE, kuwa na hakika
(TO) SURPRISE (SOMEONE),
-stajabisha
(BE) SURPRISED, -stajabu
(TO) SWEEP, -fagia
SWEET, -tamu
SYSTEM(S)
(ORDER, ARRANGEMENT),
utaratibu(taratibu)
(PLAN), mpango(mi-)
TABLE(S), meza
(TO) TAKE, -peleka
-chukua
(TO) TALK, -sema
-zungumza
TALL, -refu
(TO) TASTE (SOMETHING), -onja
(TO) TASTE (HAVE FLAVOR),
kuwa na ladha
(TO) TEACH, -somesha
-fundisha
TEA, chai
(LEAVES), majani ya chai
(TO) TEAR, -pasua
-rarua
(CUT), -kata
TEAR(S), chozi(ma-)
TELEGRAM(S), simu
TELEPHONE(S), simu
(TO) TELL, -ambia
(RELATE), -simulia
(SAY), -nena
(EXPLAIN), -eleza
(TELL STORY, NARRATIVE),
-hadithia
(TO) THANK, -shukuru, tolea asante
-ona shukurani
-tolea asante
THEN (AFTER THAT), halafu
(AFTER THAT), kisha
(THAT DAY), siku ile
(THAT TIME), wakati ule
THERE (SPECIFIC), pale
(GENERAL), kule
(INSIDE), mule

THEREFORE, kwa hivyo
kwa sababu hii
THIN (NARROW), -embamba
(NOT THICK), -epesi
THING(S), kitu(vi-)
(TO) THINK, -fikiri
THIRD, -a tatu
THIRSTY, kuwa na kiu
THOUGH, ijapokuwa
ingawa
THOUGHT, fikira
THOUSAND, elfu
THUS, hivyo
TICKET(S), tikiti
TIE (WITH ROPE), -funga (kwa kamba)
TIME(S), wakati
(HOUR), saa
(TO) TIRE, -chosha
-chokesha
(BE) TIRED, -choka
TOGETHER, pamoja
TOOTH(S), jino(ma-)
TOOTHACHE, -umwa na jino
TOOTHBRUSH(ES), mswaki(mi-)
TOOTHPASTE, dawa ya meno
TOBACCO, tumbako
TODAY, leo
TOE(S), kidole(vi-) cha mguu
TOILET, choo(vy-)
TOILET PAPER, karatasi ya chooni
TOMORROW, kesho
TOO (ALSO), pia
TOP, juu
(TO) TOUCH, -gusa
TOWARD, -ni, katika
TOWEL(S), kitambaa(vi-) cha kufutia, uso, mikono
TOWN(S), mji(mi-)
TOY(S), kitu(vi-) cha kuchezea watoto
TRADE(S) (SKILL), ufundi (fundi)
(BUSINESS), biashara
(EMPLOYMENT, WORK), kazi
TRAIN(S), gari(ma-) la moshi
(TO) TRANSLATE, -tafsiri
(TO) TRAVEL, -safiri
TREE(S), mti(mi-)
(TO) TRIP, -kwaa

TRIP(S), safari
(TO) TROUBLE, -taabisha
-udhi
TROUBLE(S), mashaka
taabu
shida
TRUCK(S), gari (la kuchukulia mizigo)
TRUE, kweli
(TO) TRUST, -amini
-aminisha
TRUTH, ukweli
(TO) TRY, -jaribu
TURN
(TURN OVER, CHANGE), -geuka
(TURN SOMETHING OVER), -geuza
UNCLE (MATERNAL), mjomba
(PATERNAL), ami
UNDER, chini(ya)
UNDERPANTS, suruali ya ndani
(TO) UNDERSTAND, -fahamu
UNTIL, mpaka

UP, juu
UPON, juu ya
(TO) USE, -tumia
USE(S), matumizi
USUALLY (kwa kawaida
VALLEY(S), bonde(ma-)
VALUE(S), thamani
bei
VERY, sana
VILLAGE(S), kijiji(vi-)
(TO) VISIT, -tembelea
VOICE(S), sauti
(TO) WAIT, -ngoja
(TO) WAKE UP, -amka
(TO) WALK, -tembea
-enda
WALK(S), -tembezi(ma-)
WALL(S), ukuta(kuta
WALLET(S), mkoba(mi-)
(TO) WANT, -taka
WANT(S) (NEEDS), matakwa
WAR(S), vita
(BE) WARM, kuwa na moto

(TO) WASH
(SELF), -oga
(HAIR), -osha
(SOMEONE), -ogesha
(CLOTHES), -fua
(HANDS AND FACE), -nawa
(TO) WATCH, -tazama
-linda
-tunza
WATCH(ES), -saa
WATER, maji
WAY(S), -njia
(TO) WEAR, -vaa
-valia
WEATHER, -hali ya hewa
WEEK, juma
WEIGHT, uzito
(TO) WELCOME, -karibu
(SOMEONE), -karibisha
WELL, vizuri
WELL(S), kisima(vi-)
WEST, magharibi
WET, kuwa na maji maji
(BE) WET, -lowa

WHETHER, kama
ikiwa
(A) WHILE, muda
WHITE, -eupe
WHOLE, -ote
WIDE, -pana
WIFE(S), mke(wa-)
WIND, upepo
WINDOW(S), dirisha(ma-)
(TO) WISH, -taka
-tamani
-penda
WITH (PERSONS), na
(THINGS), kwa
WITHOUT, bila ya
WOMAN(S), mwamamke (wanawake)
WONDERFUL, -zuri sana
WOOD, ubao (mbao
WOODS, msitu(mi-)
WORD(S), neno(ma-)
WORK, kazi
WORLD, duniya
WORSE, -baya zaidi
WORST, -baya kabisa

WRONG, -kosefu

YEAR, mwaka(mi-)

YELLOW, manjano

YES, ndiyo

YET, hata sasa

YOUNG, -changa
-dogo

SWAHILI-ENGLISH
GLOSSARY

Compiled by

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NOTE

Each entry is followed by the number of the lesson in which the word is first used.

KISWAHILI-KIINGEREZA

MSAMIATI

-ACHA, (to) leave behind (35)

AFISA, officer (37)

AFRIKA, Africa (14)

AFYA, health (48)

AJABU, surprise (25)

AJILI, reason, sake (48)

-AKE, his/her (5)

-AKO, your (2)

ALAA!, exclamation of surprise (8)

ALAMA, sign, mark (57)

ALASIRI, afternoon (21)

-ALIKA, (to) invite (5)

AMA, neither/nor (24)

AMBA-, who/which (31)

-AMBATANA, (to) cling together (53)

-AMBIA, tell (8)

AMBUKIZO(MA-), infection(s) (45)

-AMKA, (to) wake up (29)

-AMKIA, (to) greet (32)

AMU, paternal uncle (30)

-AMUA, (to) decide (55)

ANASA, pleasure, luxury, enjoyment (36)

-ANDALIA, (to) prepare (36)

-ANDIKA, (to) write (50)

ANGALAU, at least (40)

-ANGALIA, (to) look at (to) pay attention to (15)

-ANGU, my (2)

-ANZA, begin (51)

-AO, their (14)

ASANTE, thank you (4)

ASILI, origin (36)

ASUBUHI, morning (7)

AU, or (17)

BAADA YA, after (5)

BAADAYE, later (25)

BABA, father (4)

BABU, grandfather (4)

BADALA YA, instead of (29)

-BADILI, (to) change (38)

BADO, still, not yet (9)
BAINA YA, between (30)
BAJIA, deep-fried bean patty (17)
BALOZI(MA-), ambassador(s), high commissioner (15)
-BANDIKA, put on top of, set on (35)
BARABARA, road (28)
BARUA, letter(s) (42)
BASI, well then (4)
BASI(MA-), bus(es) (31)
-BAYA, bad, ugly (14)
-BEBA, carry (56)
BEI, price(s) (11)
BENKI, bank(s) (8)
BIASHARA, business, commerce (52)
BIBI, grandmother (4)
BIDHAA, merchandise (57)
-BIDI, (to) be compelled (60)
BILA (YA), without (17)
BINADAMU, man(kind) (59)
BOMBA(MA-), faucet(s) (29)
BORA, good, better, best (58)
BUDI, escape, alternative (54)
BURE, free (8)
BUSTANI, garden(s)
-CHACHE, few (49)
-CHAGUA, (to) choose (40)
CHAKULA(VY-), food(s) (7) staple starch(es) (35)
-CHANGA, young, undeveloped (53)
CHEKI, check (38)
-CHEMSHA, (to) boil something (35)
CHINI (YA), down, on ground, under, below (33)
CHOMBO(VY-), utensil(s), tool(s) furniture(s) (40)
-CHOMOZA, (to) rise, of sun (21)
CHOO(VY-), toilet(s), bathroom(s) (34)
-CHOTA, (to) take up (water) (34)
-CHOVU, tired (43)

-CHUKUA, (to) carry (17)
CHUMBA(VY-), room(s) (33)
CHUMVI, salt (46)
-CHUNGU, bitter (13)
DADA, sister (2)
DAFU(MA-), young coconut(s) (45)
DEREVA(MA-), driver(s) (38)
DESTURI, custom(s) (3)
-DHANI, (to) believe, (to) think (40)
DIRISHA(MA-), window(s) (28)
-DOGO, small (30)
DOLA, dollar(s) (37)
DUKA(MA-), shop(s) (7)
DUME(MA-), male(s), used to describe animals (36)
-ELEKEZA, (to) enlighten, (to) show way, (to) inform (16)
-ELEWA, (to) understand (21)
-ELEZA, (to) explain (20)
ELIMU, education (49)
-ENDA, (to) go (4)
-ENDELEA, (to) continue (16)
-ENDESHA, (to) improve, (to) develop (26)
-INGI, many (14)
-INGINE, other/another (14)
-ENYE, having (10)
-ENYEWE, -self (12)
-EPUKANA, (to) keep away from (58)
-EPUSHA, (to) avoid (51)
-FAA, (to) be adequate (to) suffice (39)
-FAHAMU, (to) understand (32)
FAIDA, profit (40)
FAMILIA, family(ies) (32)
-FANANA, (to) resemble (52)
-FANYA, do, make (6)
-FAULU, (to) succeed (36)
FEDHA, money, silver (36)
-FIKA, (to) arrive (24)
-FIKIRI, (to) think (9)
-FUA, (to) wash (clothes) (28)
-FUATA, (to) follow (36)
-FUGA, (to) keep domesticated animals (28)

FULANI, someone/some kind (59)
FUNDI(MA-), skilled person(s) (41)
-FUNDISHA, (to) teach (14)
FUNDISHO(MA-), teaching(s) (60)
-FUNGA, (to) close (29)
FUNZA, (to) educate, (to) train (3)
-FUPI, short, shallow (49)
-FURAHI, (to) be happy (3)
GANI, what kind (6)
-GEUZA, (to) alter, (to) cause change, (to) turn around (35)
GHALI, expensive (11)
GIZA, darkness (29)
GODORO(MA-), mattress(es) (33)
-GUMU, hard, tough, difficult (13)
HABARI, news, facts, description (1)
HAJA, need(s) (34)
HAKIKA, certainty (47)
-HAKIKISHA, (to) make certain (54)
HALAFU, then (16)
HALI, condition(s) (1)
-HARA, (to) have diarrhea (44)
HARAKA, haste (23)
HARIBIFU, destruction (59)
-HARIBU, (to) destroy (59)
-HARISHA, (to) cause diarrhea, (47)
HASA, exactly (51)
HAYA, expression of agreement (9) (also: shyness)
HEBU, expression to get hearer's attention (39)
HEKTA, hector (58)
HEWA, air (60)
-HIFADHI, (to) preserve, (to) protect (59)
-HIMIZA, (to) encourage (53)
HISANI, favor (35)
-HITAJI, (to) need (8)
-HITAJIKA, (to) be needed, (to) be required (51)
-HITIMU, (to) be completed, (to) come to an end (50)

HODI, expression used when entering someone's house (4)

HOMA, fever (44)

HOSPITALI, hospital(s) (43)

HURU, free, independent (51)

IDARA, department(s) (50)

-IGA, copy, imitate

IKIWA, if (22)

ILI, so that (35)

IMARA, firm, stable (56)

INGAWA, although (26)

-INGIA, (to) enter (25)

-INGIZA, (to) make/have, enter (36)

-ISHA, (to) be finished (36)

-ISHI, (to) live (39)

-ITA, (to) call (14)

-IVA, (to) become ripe (to) become cooked (35)

IWAPO, if (59)

-JA, (to) come (6)

-JALI, (to) care (57)

JAMAA, family(ies), family member(s) (30)

JAMBO(MA-), problem(s) (1)

JAMII, collection, sum of objects, society(ies) (51)

JAMVI(MA-), mat(s) (33)

JANA, yesterday (4)

JANI(MA-), leaf(ves)

-JARIBU, (to) try (12)

-JAZA, (to) fill (37)

JE, question particle (6)

-JENGA, (to) build (26)

JIBINI, cheese (48)

-JIBU, (to) reply (32)

-JIFUNZA, (to) learn (3)

JIKE(MA-), female, used to describe animals (36)

JIKO(MA-), cooker/stove(s) kitchen(s) (23)

JINA(MA-), name(s) (2)

JINSI, way to do something, manner (23)

JUA, sun (21)

-JUA, (to) know (6)

JUHUDI, effort(s) (55)

JUMLA, total, general (40)

JUMUIYA, community(ies) (51)
JUU (YA), up, above (35)
JUZI, day before yesterday (5)
-KAA, stay, sit (4)
KABABU, deep-fried meatball (17)
KABILA(MA-), ethnic group (26)
KABISA, completely, totally (31)
KAHAWA, coffee (13)
KAKA, (older) brother (2)
KAMA, like, as, if (14)
KAMBI, camp(s) (49)
KANUNI, set of rules, code of ethics (59)
KARATASI, paper(s) (34)
KARIBU (NA), near (to), almost (57)
KARIBU, welcome (4)
-KARIBISHA, to welcome someone (5)
KASKAZI, north (27)
-KATAA, refuse (12)
KATIKA, in/at/to/from/ toward (14)
KAWAIDA, usual (22)
-KAZANA, make effort (54)
KAZI, work, job(s) (6)
KESHO, tomorrow (20)
-KETI, sit (23)
KIAFRIKA, African (3)
KIASI, amount(s), portion(s) (10)
KIAZI(VI-), potato(es) (10)
KIBAO(VI-), low flat wooden stool(s) (35)
KIBOFU(VI-), bladder(s) (44)
KIDOGO, a little (3)
KIINGEREZA, English language (30)
KIFUNGU(VI-), group(s) (52)
KIGENI, foreign, strange (58)
KIJAMAA, co-operative socialist (54)
KIJAMII, socialistic (56)
KIJIDUDU(VI-), bacteria, germ(s) (47)
KIJIJI(VI-), village(s) (28)
KIKAPU(VI-), basket(s) (18)

KIKOLONI, colonialistic (51)

KIKOMBE(VI-), cup(s) (18)

KILA, every (11)

KILIMO, cultivation (58)

KILO, kilogram(s) (10)

-KINGA, (to) protect (47)

KINYWAJI(VI-), beverage (25)

KIONGOZI(VI-), leader(s) (36)

KIPIMO(VI-), measurement (41)

KISASA, modern

KISIMA(VI-), well(s) (29)

KISU(VI-), knife(ves) (23)

KISWAHILI, Swahili language (3)

KITAMBAA(VI-), cloth(es) (41)

KITAMBO, a (long) while ago (6)

KITANDA(VI-), bed(s) (32)

KITI(VI-), chair(s) (40)

KITOWELEO(VI-), food (e.g. curry, sauce) eaten with a staple starch (35)

KITU(VI-), thing(s) (7)

KITUNGUU(VI-), onion(s) (11)

KIU, thirst (25)

KIUTAMADUNI, cultural (53)

KIWANDA(VI-), factory(ies) (57)

-KO, (to) be located there, general location (15)

KODI, rent(s) (39)

KONDOO, sheep (57)

KOPO, small container(s) (34)

-KOROGA, (to) stir (35)

-KOSA, (to) make a mistake (12)

KOSA(MA-), mistake(s) (12)

-KUBWA, big, large (9)

KUKU, chicken(s) (28)

KULIA, right (not left) (16)

KULIKO, (more) than (18)

-KUMBUKA, (to) remember (32)

-KUSANYA, (to) collect (36)

KUSHOTO, left (not right) (16)

-KUTA, (to) find (36)

-KUTANA, (to) meet (20)

KUTI(MA-), palm frond(s) (28)

KUTWA, whole day (36)

-KUU, main, principal

KUWA, that (48)

KWA, for/by/with (7)

KWAMBA, that (20)

KWANZA, first (26)

KWELI, true (8)

KWENYE, location having (16)

LA, no (21)

-LA, (to) eat (23)

LABDA, maybe/perhaps (12)

LAINI, soft (34)

LAKINI, but (3)

-LALA, sleep (29)

LAZIMA, necessity (29)

-LAZIMIKA, (to) be necessary (47)

-LEA, (to) raise child(ren) (56)

LENGO(MA-), goal(s), aim(s) (53)

LEO, today (1)

-LETA, (to) bring (17)

-LIMA, (to) farm, (to) hoe, (to) cultivate (56)

LINI, when (6)

LUGHA, language(s) (26)

MAANA, meaning, that is to say (21)

MAARIFA, ideas (36)

MADHUMUNI, purpose, intention (53)

MAENDELEO, progress (54)

MAFUTA, oil (35)

MAHALI, place (34)

MAHITAJI, needs (55)

MAISHA, life (26)

MAJI, water (13)

MALARIA, malaria (44)

MALI, property, wealth (57)

MALIKIA, queen (36)

MAMA, mother (2)

MAPAMBAZUKO, dawn (21)

MAPATO, gains, profit (57)

MAPEMA, early (29)

MARA, occasion(s), time(s) (29)

MARADHI, illness, disease (59)

MASHARIKI, east (14)

MASHONO, sewed things (41)

MASKINI, poor (36)

MATUMIZI, uses (34)

MAVUNO, harvest time (49)

MAZAO, products, produce (58)

MAZINGIRA, surroundings, environment (53)

MAZIWA, milk (17)

MBALIMBALI, different, separate (23)

MBEGU, seed(s) (59)

MBOGA, vegetable(s) (13) something served with staple starch (35)

MBOLEA, fertilizer(s) (59)

MBONA, why (10)

MBUZI, goat(s) (57)

MCHANA, daytime (36)

MDUDU(WA-), insect(s) (59)

MEZA, table(s) (40)

MFALME(WA-), king(s) (36)

MFANO(MI-), example(s) (29)

MFANYA(WA-) KAZI, worker(s) (14)

MFARANSA(WA-), French person(s) (14)

MFUGAJI(WA-), person(s) who keep domesticated animals (57)

MFUGO(MI-), domesticated animal(s) (49)

MFUKO(MI-), bag(s) (8)

MGANDA(WA-), Ugandan(s) (14)

MGANGA(WA-), medicine man(men), doctor(s) (43)

MGENI(WA-), visitor(s), stranger(s), foreigners (8)

MGONJWA(WA-), sick person(s) (43)

MILA, cultural traditions, style of life of a particular community (26)

MIMI, I/me, (10)

MJI(MI-), town(s), city(ies) (16)

MJOMBA, maternal uncle (30)

MKAA, charcoal (23)

MKAHAWA(MI-), restaurant(s) (15)

MKATE(MI-), bread(s) (10)

MKEKA(MI-), mat(s) (23)

MKENYA(WA-), Kenyan(s) (14)

MKOJO(MI-), urine (45)

MKOLONI(WA-), colonialist(s) (50)

MKONO(MI-), hand(s) (23)

MKULIMA(WA-), cultivator(s), agriculturalist(s), farmer(s)

MLANGO(MI-), door(s) (28)

MLIMA(MI-), mountain(s) (27)

MMEA(MI-), vegetation, plant(s) crop(s) (18)

MNYAMA(WA-), animal(s) (14)

-MO, (to) be located inside (15)

MOTO(MI-), fire(s), heat/hot (35)

MPAKA, until/up to (16)

MPISHI(WA-), cook(s) (15)

MSALA(MI-), private place(s), toilet(s) (34) (also: prayer mat)

MSAMAHA, forgiveness (22)

MSINGI(MI-), foundation(s), root(s), basis (53)

MTANZANIA(WA-), Tanzanian(s) (14)

MTI(MI-), tree(s) (18)

MTO(MI-), river(s) (28) (also: pillow)

MTOTO(WA-), child(ren) (54)

MTU(WA-), person(s) (18)

MTUMISHI(WA-), servant(s), waiter(s) (15)

MUDA, period of time (32)

MUHIMU, important (25)

MUME(WA-), husband(s) (56)

MVIVU(WA-), lazy person(s) (36)

MWAFRIKA(WA-), African(s) (18)

-MWAGA, spill, pour (34)

MMAREKANI(WA-), American(s) (14)

MWALIMU(W-), teacher(s) (14)

MWANAFUNZI(WA-), student(s) (14)

MWANAMKE(WANAWAKE), woman (women) (30)

MWANAMUME(WANAUME), man (men) (30)

MWANACHI(WA-), citizen(s) (54)

MWARABU(WA-), Arab(s) (14)

MWENYE(W-), DUKA, shopkeeper(s) shopowner(s) (10)

MWENYEJI(W-), person who comes from a country (28)

MWEZI(MI-), moon(s), month(s) (39)

MWIKO(MI-), wooden spoon(s) (35)

MWILI(MI-), body(ies) (13)

MWISHO(MI-), end(s) (11)

MWISHOWE, finally (25)

MZAZI(WA-), parent(s) (30)

MZEE(WA-), elder person(s) (4)

MZIGO(MI-), load(s), baggage (37)

MZINGA(MI-), beehive(s) (36)

MZUNGU(WA-), foreigner(s) non-African(s) (18)

NA, and, with, by (3)

-NA, (to) have (14)

NAFASI, space(s), place(s) (19)

NAMNA (YA), kind (of), type (of) way (of) (7)

NANASI(MA-), pineapple(s) (13)

NANI, who (2)

NAULI, fare(s) (31)

NCHI, country(ies) (14)

NDANI, inside (4)

NDIYO, yes (7)

NDOVU, elephant(s) (14)

NDUGU, relation(s) sibling(s) (10)

-NENE, fat (people) (18)

NENO(MA-), word(s) (32)

NGAPI, how many (11)

-NGOJA, wait (11)

NG'OMBE, cow(s) (28)

NGUO, clothing(s), cloth(es) (28)

NGUVU, strength (48)

NI, is/am/are (3)

-NI, in/at/to/from/toward/on (1)

NINI, what (6)

NJEMA, fine (19)

-NUNUA, buy (7)

NUSU, half (10)

NYAMA, meat (13)

NYANYA, tomato(es) (35) (also: grandmother)

NINYI, you all (44)

NYUMA (YA), behind (36)

NYUMBA, house(s) (1)

NYUKI, bee(s) (36)

-NYWA, (to) drink (45)

NZURI, good (1)

OFISI(MA-), office(s) (50)

-OGA, (to) bathe (34)

-OGOPA, (to) be afraid (33)

-OMBA, (to) beg, (to) ask (22)

-ONA, (to) see (4)

-ONANA, (to) see one another (19)

ONDOKA, (to) leave (31)
-ONGOZA, (to) guide (36)
-ONYESHA, (to) show (16)
-OTE, all (26)
-PA, (to) give (10)
PAA, gazelle(s) (14)
PAA(MA-), roof(s) (28)
-PALIA, (to) clean ground under cultivated plants, (to) weed (59)
PAMOJA, together (12)
-PANDA, (to) plant (also: climb)
PASPOTI, passport(s) (37)
-PASA, (to) benefit, (to) concern (49)
-PATA, (to) get, (to) find (3)
-PATIKANA, (to) be obtainable (to) be found (47)
PAZIA, curtain(s) (41)
PEKE, alone (13)
-PELEKA, (to) send (7)
-PENDA, (to) like, (to) love (10)
-PENDELEA, (to) prefer (40)
PESA, money (8)
PIA, also/too (3)
PICHA, picture(s) (30)
-PIGA, (to) hit, (to) strike (24)
-PIKA, (to) cook (23)
-PITA, (to) pass by (39)
-PO, (to) be located here, specific location (15)
POLEPOLE, slowly (23)
POSTA, post office(s) (15)
PROTINI, protein(s) (48)
PUA, nose(s) (46)
-PUMZIKA, rest (23)
-PUNGUZA, (to) lower, (to) reduce (11)
-PYA, new (40)
RAFIKI(MA-), friend(s) (5)
RAHA, rest, comfort (56)
RAHISI, simple, cheap, easy (9)
RAIS, president(s)
RAMANI, map(s) (15)
ROBO, quarter (10)
-RUDI, (to) return (31)
SAA, hour(s), time (20)

SABABU, reason (7)
SAFARI, journey(ies) (31)
-SAFIRI, (to) travel (to) journey (31)
SAFI, clean (60)
-SAFISHA, (to) clean (50)
SAHANI, plate(s) (17)
-SAHAU, (to) foregt (50)
-SAIDIA, (to) help, (to) assist (7)
SALAMA, peace (2)
-SALIMU, (to) greet (5)
SAMAHANI, sorry, excuse (me) (22)
SAMAKI, fish (28)
-SAMEHE, (to) forgive (to) pardon (22)
SANA, very much (1)
SANDUKU(MA-), box(es) (42)
SARUFI, grammar (52)
SASA, now (9)
SAWASAWA (NA), alright same (as) (51)
SEBULE, living room(s) common room(s) (33)
SEHEMU, section(s), part(s) (27)
-SEMA, (to) say (to) speak (21)
-SEMEKA, (to) be spoken to (52)
SENTI, cent(s), money (11)
SERIKALI, government(s) (51)
SHAMBA(MA-), farm(s), plantation(s), plot(s) (49)
SHANGAZI, paternal aunt (30)
-SHIBA, (to) be full/sated (48)
SHIDA, problem(s), difficulty(ies) (3)
SHILINGI, shilling(s) (10)
SHIMO(MA-), hole(s) (60)
-SHINDA, (to) win, (to) defeat (39)
-SHIRIKIANA, (to) cooperate, (to) share (51)
-SHONA, (to) sew (41)
-SHTUKA, (to) be startled, (to) be alarmed (45)
SHUGHULI, affair(s), concern(s) activity(ies) (51)
-SHUGHULIKA, (to) be busy (49)

SHUKA, bedcover(s), bedsheet(s) (41)
-SHUKURU, (to) thank (36)
SHULE, school(s) (6)
SI, is/am/are not (13)
SIASA, policy(ies) politics (51)
SIHA, worth, value (37).
-SIKIA, (to) hear, (to) feel, (to) sense (25)
-SIKILIZA, (to) listen
-SIKILIZANA, (to) agree together (39)
-SIKITIKA, (to) be sorry, (to) regret, (to) feel sad (36)
SIKU, day(s) (19)
SIMBA, lion(s) (14)
-SINDIKIZA, (to) see off, (to) guide/show around (40)
SINIA, flat tray used for serving food (23)
SISITIZA, (to) stress, (to) emphasize, (to) insist, (to) remind (56)
SOKO(MA-), market(s) (9)
-SOMA, (to) study, (to) read (3)
SOMA(MA-), lesson(s), studies (19)
-STAAJABU, (to) be surprised (46)
STEMPU, stamp(s) (42)
-STAREHE, (to) be content (31)
-SUBIRI, (to) wait patiently (to) be patient (44)
SUFURIA, kind of pot(s) (35)
SUKARI, sugar (17)
-SUMBUA, (to) annoy, (to) bother (44)
SWALI(MA-), question(s) (33)
TAABU, difficulty(ies) problem(s) (48)
TAFADHALI, please (10)
-TAFUTA, (to) seek (to) look for (4)
TAIFA(MA-), nation(s) (37)
TAJIRI, rich/wealthy (36)
-TAKA, (to) want, (to) wish (4)
TAKATAKA, dirt, garbage (60)

-TAMBUA, (to) recognize, (to) realize (25)

-TAMU, sweet, fresh (13)

-TAPIKA, (to) vomit (44)

TATIZO(MA-), difficulty(ies) problem(s) (44)

TAYARI, ready (9)

-TAYARISHA, (to) make ready (to) ready (53)

-TAZAMA, (to) watch (33)

-TEKA, (to) draw water (29)

TEKSI, taxi (38)

-TEGEMEA, (to) depend on (38)

-TEMBE, tablet/pill(s) (45)

-TEMBEA, (to) walk, (to) visit (31)

TENA, again

-TENDA, (to) do, (to) act (49)

-TENGENEZA, (to) arrange, (to) make, (to) fix (50)

-TIA, (to) add, (to) put (35)

TIKITI, ticket(s) (31)

-TILIA, (to) put into (8)

-TIMIZA, (to) meet needs (58)

-TOA, (to) take out (to) put out (11)

TOFAUTI, different, difference(s) (15)

-TOKA, (to) be from, (to) leave (2)

-TOSHA, (to) be sufficient (9)

-TOSHELEZA, (to) make sufficient (54)

TU, just, only (1)

-TUMA, (to) send someone, (to) send letter (42)

-TUMAINI, (to) hope, (to) wish (31)

TUMBO(MA-), stomach(s) (44)

-TUMIA, (to) use (23)

-TUMIKA, (to) be used as/for, (to) be usable (23)

TUNDA(MA-), fruit(s) 13

-TUNZA, (to) look after (to) watch over (56)

-TUPA, (to) throw out (60)

-TUPU, empty (36)

TWIGA, giraffe(s) (14)

-UA, (to) kill (47)

UA(MA-), flower(s) (36)

UBALOZI (BALOZI), embassy(ies) (15)

UBORA, goodness (57)

UDONGO, soil (59)

UENDESHAJI, development (59)

UFUGAJI, animal husbandry (57)

UFUNDI (FUNDI), skill(s) trade(s) (49)

UGALI, staple starch foot - a stiff mixture of flour, usually white maize (35)

UGONJWA(MA-), illness(es) disease(s) (43)

UHURU, freedom, independence (51)

UINGEREZA, England (42)

UJAMAA, Tanzanian socialism (53)

UKOLONI, colonialism (49)

UKULIMA, agriculture (55)

UKUNI (KUNI), piece of firewood (firewood) (23)

UKURASA (KURASA), page(s) (37)

UKUTA (KUTA), wall(s) (39)

-ULIZA, (to) ask (33)

UMA(NY-), fork(s) (23)

UMEME, lightening, electricity (29)

UMRI, age(s) (48)

UMUHIMU, importance (57)

-UMA, (to) bite, (to) hurt, (to) feel pain (44)

-UMWA NA, (to) feel pain (44)

UNGA, flour (35)

UPANDAJI, planting (59)

UPANDE (PANDE), side(s) (16)

URAFIKI, friendship (39)

UREMBO, decoration (40)

USHIRIKIANO, cooperation (53)

USHURU, customs duty (37)

USIKU, night(s) (29)

UTABIBU (MATIBABU), cure(s) medical procedure(s) (44)

UZI(NY-), thread(s) (18)

UZURI, goodness (57)

-UZA, (to) sell (41)

VEMA, well (19)

VIBAYA, badly (22)

VITAMINI, vitamin(s) (48)
VIZA, visa(s) (37)
VIZURI, well (5)
-VUA, (to) fish (28)
-VUNA, (to) reap crop, (to) harvest, (to) profit (54)
VUNJA, (to) break (8)
-VUTA, (to) suck, (to) drag (46)
-WA, (to) be (19)
WAJIBU, responsibility (54)
WAKATI(NY-), period(s) time(s) (21)
WALI, cooked rice (35)
WAPI, where (2)
-WASHA, (to) light (35)
WAZO(MA-), thought(s) (54)
-WEKA, (to) put, (to) set (23)
-WEZA, (to) be able (7)
-WEZEKANA, (to) be possible (40)
-WEZESHA, (to) make possible (58)
WINGI, abundance (57)
YAANI, that is (to say) (21)
YAI(MA-), egg(s) (28)
YEYE, he/she
-ZAA, (to) give birth
-ZALISHA, (to) produce (58)
ZAMANI, long ago (40)
ZAWADI, gift(s) (37)
-ZOEA, (to) become accustomed (32)
ZUIA, (to) prevent (56)
-ZUNGUKA, (to) surround (to) go around (25)
-ZUNGUMZA, (to) converse (5)
ZURI, good, beautiful, handsome (9)